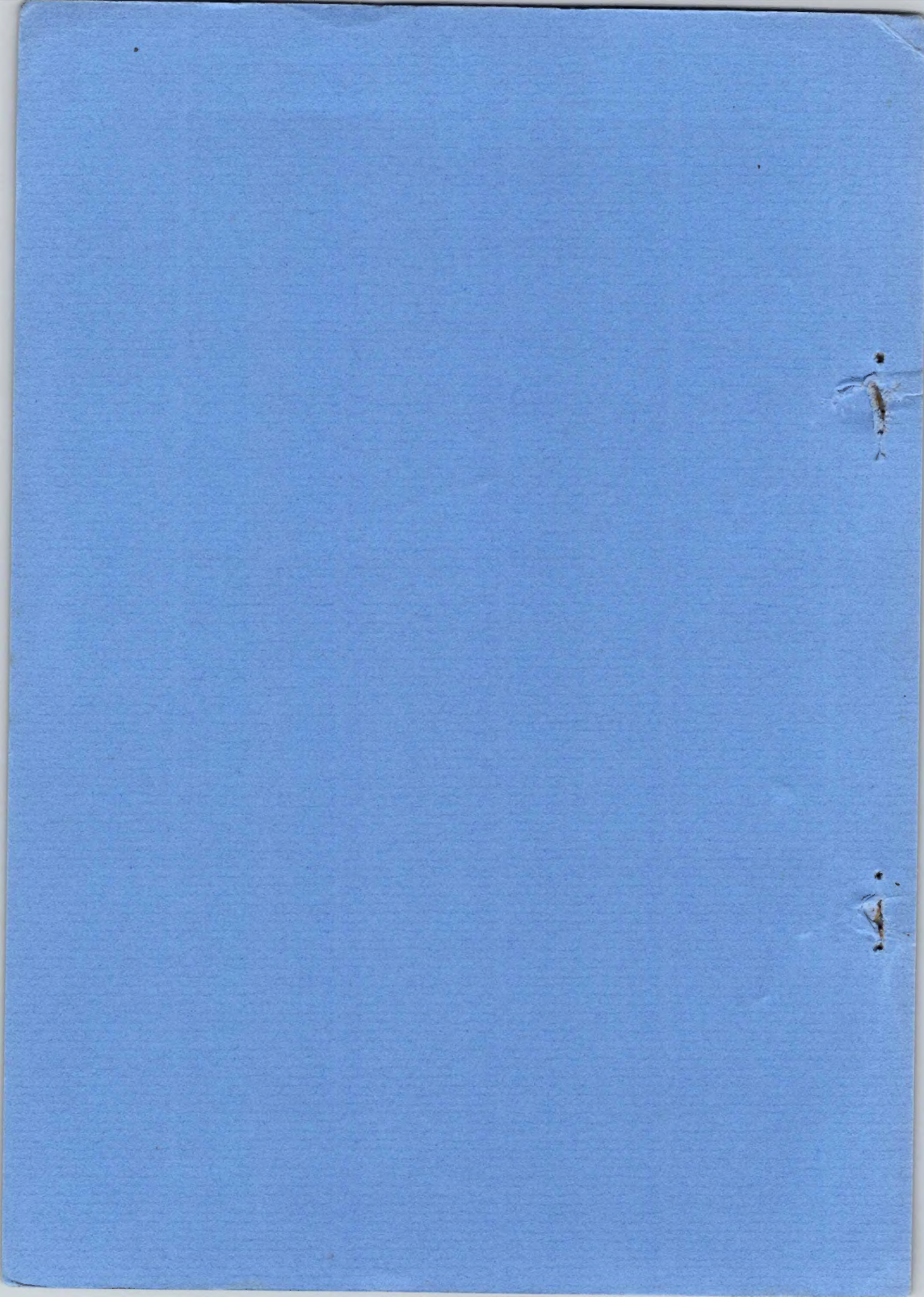


**THE STATE OF PEACE STUDIES
IN
NEW ZEALAND TERTIARY
INSTITUTIONS**

**A Report to the Public Advisory Committee on
Disarmament and Arms Control**

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CONTENTS

1. INTRODUCTION	1
1.1 Definitions of Key Terms	1
1.2 Background to the Report	3
1.3 Preparation of the Report	3
1.4 Overview of the Report	4
1.5 Uses of the Report	5
2. PEACE STUDIES IN NEW ZEALAND TERTIARY INSTITUTIONS	7
2.1 Introduction	7
2.2 Overview of Peace Studies in NZ Tertiary Institutions	8
2.3 Attitudes to Peace Studies in New Zealand	29
2.4 Problems and Constraints for Peace Studies in New Zealand	31
2.5 Future Directions for Peace Studies in New Zealand Tertiary Institutions	38
3. PEACE RESEARCH IN NEW ZEALAND TERTIARY INSTITUTIONS	56
3.1 Introduction	56
3.2 Overview of Peace Research in New Zealand	57
3.3 A National Centre for Peace Research in New Zealand?	69
3.4 Future Directions for Peace Research in New Zealand Tertiary Institutions	88
3.5 Peace Research in New Zealand Tertiary Institutions - List of Faculty Researchers	97
4. PEACE STUDIES COURSE DATA BASE	105
4.1 Peace Studies Courses in New Zealand Tertiary Institutions in 1989	106
4.2 Planned Peace Studies Courses	200
4.3 Index to Peace Studies Courses by Institution	204
APPENDIX 1. QUESTIONNAIRE AND INTERVIEWS	214
APPENDIX 2. PEACE STUDIES PROGRAMMES IN AUSTRALIA	226
APPENDIX 3. PEACE AND SECURITY RESEARCH CENTRES IN THE ASIA-PACIFIC REGION	229
APPENDIX 4. POSSIBLE SOURCES OF FUNDING FOR PEACE STUDIES AND PEACE RESEARCH	237
APPENDIX 5. BIBLIOGRAPHIES	242

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Ian McNicol.

1. INTRODUCTION

This report considers 'education for peace' which is taking place at the tertiary level in New Zealand. That is, this report considers teaching and research occurring within tertiary institutions which in some way promotes peace - within New Zealand, within the Pacific region, or even globally. Before considering this, however, there is a need to define the key terms used in discussions about 'education for peace'.

1.1 DEFINITIONS OF KEY TERMS

There is a good deal of confusion over the definition of key terms commonly used in discussions about 'education for peace', particularly between the terms 'peace studies', 'peace education' and 'peace research'. Two main approaches are taken towards defining these terms. The first approach makes a distinction based on the level of the education system at which the activity takes place. The way in which this distinction is made differs between countries, such as New Zealand and the United States. Carolyn Stephenson points out that the term 'peace studies' in New Zealand and Australia generally refers to teaching and research at the tertiary level only, while the term 'peace education' "generally refers to teaching at the primary and secondary levels". The term 'peace research' in New Zealand and Australia generally refers to research undertaken in universities or research institutes only.¹ Confusion arises because some refer to peace-oriented teaching at the primary and secondary levels as peace studies, while others refer to peace-oriented teaching at the tertiary level as peace education. Not only is teaching-related terminology used differently by different people, but peace research is not restricted to tertiary institutions. In New Zealand peace research is undertaken by organisations outside of the tertiary system, such as Peace Movement Aotearoa and the New Zealand Foundation for Peace Studies.²

The second approach makes a distinction between the content of a course and the process used to teach the course, rather than the levels of the education system at which the teaching takes place. Jim Collinge, who teaches a course entitled 'Peace Education' at Victoria University adopts this approach:³

Peace studies ... implies education about peace. The emphasis here is on the curriculum and is concerned with units of study and courses on peace topics. Peace education ... is a much broader term concerned with the process as well as the content of education. It does include, of course, specific courses, or parts of courses, in peace studies of various kinds, but more than just a curriculum development, at its heart lies a concern for equity and social justice, for human fulfillment and democratic participation within the institution, and for peaceful human relationships and resolution of conflict at the individual, group or national level.

Using this definition 'peace studies' is the study of peace and related issues, and 'peace education' is the study of peace and related issues using democratic, participative and cooperative teaching methods - sometimes referred to as 'peaceful pedagogy'.

In this report the second approach to defining the key terms in 'education for peace' is adopted. 'Peace studies' will refer to peace-oriented teaching at all levels of the education system (kindergarten, primary, secondary & tertiary) and to peace-oriented study or teaching outside of the formal education system (such as that conducted by peace groups), where the content of courses is peace and related issues. 'Peace education' will refer to peace-oriented teaching at all levels of the education system and outside of the formal education system, where the content is peace and related issues, and where the process of teaching is also peace-oriented. 'Peace research' will refer to all research which aims to promote a more peaceful society, whether it is undertaken inside or outside of the tertiary education system. The focus of this report however, is on peace studies, peace education and peace research at the tertiary level only.

It is also important to define the term 'peace' itself, as this determines the scope of the teaching and research which comes under the banner of peace studies, peace education or peace research. A common definition of peace is 'the freedom from or cessation of war'.⁴ This definition gives a very limited conception of peace. A much broader conception of peace has been given by Johan Galtung who defines peace as the 'absence of violence'. In doing so, Galtung distinguishes between two types of violence - 'personal violence' and 'structural violence'. 'Personal violence' is the physical and psychological incapacitation of people by an actor (the state, a group or an individual), who intends incapacitation to be the consequence. Personal violence encompasses, for example, war, capital punishment and domestic violence. 'Structural violence', otherwise known as social injustice, is the inequitable distribution of power and resources. Racism and sexism are examples of structural violence. There are obvious interactions between the two types of violence. Structural violence could lead to personal violence, while personal violence can support structural violence. Patriarchy and domestic violence are an excellent example of this interaction. Making this distinction between the two types of violence, Galtung's definition of peace can be restated as both the 'absence of personal violence' (referred to by Galtung as 'negative peace') and the 'absence of structural violence' (referred to by Galtung as 'positive peace').⁵

This broad definition of peace greatly expands the scope of what can be considered to be peace studies, peace education and peace research. Using only the concept of negative peace, the area of study is limited to: the causes and origins of war and other forms of personal violence; conflict and conflict resolution; international relations and security studies; disarmament and arms control; alternative defence; international law and organisations; the impact of war on society; peace movements; and, religious and ethical perspectives on war and peace. Using the broader definition of peace (which incorporates both negative and positive peace) the area under study is expanded to include: race relations and racism; gender relations and sexism; human rights and their abuses; social movements for justice; and, the Third World and undevelopment.

1.2 BACKGROUND TO THE REPORT

As part of its continuing concern and involvement with peace education the Public Advisory Committee on Disarmament and Arms Control (PACDAC) decided to commission two studies on the state of 'education for peace' within New Zealand. Accordingly, two studies were instigated, both reporting in 1990. The first study deals with primary and secondary education, while the second study deals with tertiary education. This report is the result of the latter study.

When deciding to commission these two studies, PACDAC believed that a clear picture of the state of 'education for peace' in New Zealand was required, so that recommendations regarding future needs and policy in this area would be more firmly based. The committee also took the view that the reports themselves would provide a valuable focus for discussion among students, teachers, parents, or those in positions of responsibility concerning future curriculum development.

1.3 PREPARATION OF THE REPORT

This report on the state of 'education for peace' in New Zealand tertiary institutions is based on two main primary sources of information. Firstly, a questionnaire was prepared and sent to the Heads of all departments in tertiary institutions in New Zealand which seemed likely candidates to be offering courses within the peace studies field. The Heads of Department were requested to circulate the questionnaire to all members of their departments. Also, the questionnaire was sent to individuals who were known to be teaching courses in the peace studies field. A copy of the questionnaire used, and a list of the departments and individuals that the questionnaire was sent to can be found in Appendix 1.

The aim of the questionnaire was to obtain details of any courses that the respondent was teaching which they considered would have 'some relevance to the promotion of a more peaceful society'. In addition to this, the questionnaire sought to obtain details of any research activities that the respondent was engaged in which they considered to be peace-oriented. Where incomplete questionnaire returns were received, a back-up letter was sent requesting the additional information required. Also, a survey of the course handbooks of all tertiary institutions was conducted to pick up those courses for which no return was received. The responses from the questionnaire were combined with the information obtained from the back-up letters and the survey of the course handbooks to compile the peace studies course data-base which can be found in Section 4.1 of the report. In this data-base courses in the peace studies field are arranged into ten categories: peace studies; peace education; conflict and conflict resolution; international relations and security studies; international law and organisations; peace, war and society; social sources of conflict; third world and development; religious and ethical perspectives on war and peace; and community education.

Secondly, a series of interviews were conducted with people who were teaching or researching in the peace studies field, or people who had an interest in this area. The interviews were open ended, but were based upon a schedule of questions. A copy of the interview schedule used, and a list of the people interviewed can be found in Appendix 1. Like the questionnaire, the interview schedule was divided into two main parts, one dealing with the teaching of peace studies, and the other dealing with peace research. The aim of the interviews was to elicit people's views on the nature of peace studies and peace research in New Zealand, and the problems and constraints that this area of study was facing at the moment. A small tape recorder was used to tape the interviews. Summaries of the interviews were then prepared, and these formed the second source of primary information used to write the report.

1.4 OVERVIEW OF THE REPORT

This report has been written to serve two main purposes. Firstly, to provide a detailed picture and an analysis of the state of peace studies, peace education and peace research in New Zealand tertiary institutions. It is hoped that this will stimulate debate about the future directions of this area of study at the tertiary level, and act as a guide to organisations such as PACDAC which are seeking to encourage the development of 'education for peace' in New Zealand. Secondly, the report has been written to serve as a resource for peace educators and peace researchers. To fulfill these functions, the report is comprised of three main parts.

Chapter 2 presents an overview and an analysis of the state of peace studies in tertiary institutions in New Zealand, and outlines a number of steps which could be taken to stimulate the further development of peace studies at the tertiary level. Section 2.2 of this chapter provides an overview and analysis of the state of peace studies in tertiary institutions. In Section 2.3 of this chapter, attitudes about the nature of peace studies in New Zealand are summarised. Section 2.4 of this chapter considers the problems and constraints that are facing peace studies in New Zealand at the moment. Finally, Section 2.5 considers the future direction of peace studies in New Zealand tertiary institutions. In this section a number of options for stimulating the development of peace studies are presented.

Chapter 3 presents an overview and an analysis of the state of peace research in tertiary institutions in New Zealand, and outlines a number of steps which could be taken to further stimulate peace research at the tertiary level. Section 3.2 of this chapter provides an overview and analysis of the state of peace research in New Zealand. This section considers research both within and outside of the tertiary system, as it is believed that the peace research which is being undertaken outside of the tertiary system needs to be taken into account in any attempt to stimulate activities at the tertiary level. In Section 3.3 of this chapter the issue of a national centre for peace research in New Zealand is discussed. Section 3.4 of this chapter considers the future direction of peace research in New Zealand tertiary institutions. A number of options for stimulating the

development of peace research are presented. Finally, in Section 3.5, academics who are undertaking peace-oriented research in New Zealand tertiary institutions are listed by institution.

Chapter 4 of the report contains the peace studies course data base. This data base has been divided into three sections. Section 4.1 provides details of peace studies courses taught in New Zealand tertiary institutions in 1989. Section 4.2 provides details of planned peace studies courses. Section 4.3 lists both current and planned peace studies courses by the institution in which these courses are taught.

1.5 USES OF THE REPORT

In addition to providing information on the state of peace studies, peace education and peace research in New Zealand tertiary institutions, this report has presented a number of options which could be pursued to further stimulate the development of this area of study in New Zealand. As well as providing a resource for PACDAC, the report should be published and distributed widely so that it will stimulate debate throughout New Zealand on the future directions of peace studies and peace research at the tertiary level.

The report as it stands is most probably too large to be published as a single volume. However, a useful discussion document could be produced by publishing Chapters 1 to 3 of the report, Section 4.3, and the Appendices as a single volume. Chapter 4 of the report, which contains the peace studies course data base, was designed to serve largely as a resource for peace educators, and could be published as a separate volume. Copies of the discussion document should be distributed to departments in tertiary institutions; peace educators and peace researchers; peace groups and other related organisations; politicians; and the general public.

In addition to publishing the report in one or two volumes, summaries of the report should be published in newspapers, magazines, newsletters and journals.

FOOTNOTES

¹ In the United States 'peace education' generally refers to teaching at all levels of the education system and 'peace research' generally refers to research which is peace-oriented, regardless of where it occurs. The term 'peace studies' encompasses both 'peace education' and 'peace research'. C.M. Stephenson, "The Evolution of Peace Studies/ Peace Research: An Historical and International perspective" in D. Bretherton, R. Burns, G. Davey, H. Feith, St John Kettle & G. Mountjoy, *Peace Studies in Australia and New Zealand*, Victorian Association for Peace Studies, 1989, pp. 18-28.

² See for example *Peace Studies: Draft Guidelines* (A Discussion Document), Department of Education, Wellington, 1986. Also, the New Zealand Foundation for Peace Studies plays an important role in the promotion of peace education in schools.

³ J. Collinge, "An Argument for Peace Education", *Access*, Vol. 6, No. 1, 1987, p. 38.

⁴ *The Concise Oxford Dictionary*, Sixth Edition, Oxford Uni. Press, 1976.

⁵ Johan Galtung, "Violence, Peace and Peace Research", in G. Paredes (ed.) *Contemporary Peace Research*, The Harvester Press, Great Britain, 1982, pp. 91-125. This definition for peace is used widely by peace educators and peace researchers.

2. PEACE STUDIES IN NEW ZEALAND TERTIARY INSTITUTIONS

2.1 INTRODUCTION

This chapter presents an overview and an analysis of the state of peace studies in tertiary institutions in New Zealand, and outlines a number of steps which could be taken to stimulate the further development of peace studies at the tertiary level. The focus of this chapter is on peace studies rather than peace education. As was seen in Section 1.1 of the report, peace studies encompasses all courses in which the content is peace-oriented, while peace education encompasses only those courses in which both the content and process are peace-oriented. By choosing to focus on peace studies rather than peace education, a broader view of the state of 'education for peace' in New Zealand tertiary institutions can be obtained.

In Section 2.2 of the report an overview and analysis of the state of peace studies in tertiary institutions is presented. There are three parts to this section. In the first part, the structure of the tertiary education system in New Zealand is outlined, and the way in which this tertiary structure influences approaches to 'education for peace' is discussed. In the second part, a detailed analysis of the state of peace studies in universities, colleges of education and polytechnics is undertaken. Most time is spent on the analysis of peace studies within the universities, because this is where the majority of the peace studies courses are taught. In the third part, a comparison is made between the state of peace studies in New Zealand and Australia.

The analysis in Section 2.2 is based mainly on the peace studies course data base which can be found in Section 4.1 of the report. This is a data base of all courses taught in tertiary institutions in New Zealand in 1989 which *would* be categorised as peace studies. That is, all courses which study peace and related issues. It is important to note that not all of those who were teaching these courses would consider that they were teaching peace studies, or would consider their course to be part of a peace studies programme. This point was clearly made by one respondent to the questionnaire whose course was included in the data base:

I may hope that as a result of taking these courses, students will see the horror and frequent futility of war and therefore the benefits of a peaceful international society, but I do not think that it is appropriate for me to try and *promote* that attitude. That would be akin to indoctrination albeit in a good cause. Most academics, I think, would say that their proper function was to encourage and equip students to think for themselves, making their own judgements on as wide and deep a knowledge as possible. To teach a course with the specific function of 'the promotion of a more peaceful society' would seem to presuppose a universal acceptance of certain values and impose some constraints upon that intellectual independence and freedom which we seek to encourage.

A number of respondents to the questionnaire expressed a similar view. However, the courses in the data base have been chosen because it was considered that their content was relevant to the

promotion of a more peaceful society. Inclusion of a course in the data base was not dependant on the attitudes of those responsible for teaching the course.

In Section 2.3 of the report, attitudes about the nature of peace studies in New Zealand are summarised. This section addresses the question of the special nature of peace studies in New Zealand, and the way in which peace studies should be taught. Section 2.4 of the report considers the problems and constraints that are facing peace studies in New Zealand at the moment. More specifically, this section covers problems with: funding; resources and teaching materials; contacts and links between people teaching peace studies courses; institutional constraints; and the effects of the changes which are taking place in the education system. Both sections 2.3 and 2.4 of the report are based on a series of interviews conducted with people who were teaching peace studies courses, or who had an interest in the peace studies field.

Finally, Section 2.5 of the report considers the future direction of peace studies in New Zealand tertiary institutions. A number of options for stimulating the development of peace studies are presented.

2.2 OVERVIEW OF PEACE STUDIES IN NZ TERTIARY INSTITUTIONS

THE STRUCTURE OF TERTIARY EDUCATION IN NEW ZEALAND

Three types of tertiary institutions were surveyed as part of this study: universities, colleges of education and polytechnics. In New Zealand there are seven universities, six colleges of education and twenty three polytechnics. The different types of tertiary institutions have different structures and functions, and offer different types of courses. Traditionally the universities have had much greater independence than the other tertiary institutions, which have been under the control of the now defunct Department of Education. The universities are engaged in teaching at the undergraduate and postgraduate level, and research is undertaken by postgraduate students and the academic staff. They offer degree courses (for example Bachelor of Arts, Bachelor of Engineering, Master of Arts, Doctor of Philosophy) and aim to train people for careers in the professions. Some universities, such as Auckland University, have Departments of Continuing Education which are involved in community education. Colleges of education (or teachers colleges, as some are called) are involved almost exclusively with the training of kindergarten, primary, and secondary school teachers, although some colleges run social work programmes. The two main qualifications which can be obtained from the colleges are the Diploma of Teaching and the Bachelor of Education (the latter in conjunction with Education Departments in the universities). Traditionally, the colleges of education have not been involved with postgraduate teaching and have not undertaken research. Nor are they heavily involved with community education. Polytechnics (or technical institutes or community colleges, as some are called) have a strong vocational orientation and have traditionally offered a wide range of trade certificate

courses. They are also actively involved in community education. Traditionally the polytechnics have not been involved with postgraduate teaching or research.

With the changes taking place in the tertiary education system under the government's policy initiative 'Learning for Life', all tertiary institutions will be treated in a similar way. The colleges of education and the polytechnics will gain the same level of independence as the universities, and will be allowed to offer (approved) degree courses at the undergraduate and postgraduate level, and to conduct research. It would be expected though that these changes will take place slowly, and the traditional structures and functions of the tertiary institutions will remain in place for some time to come.

THE INFLUENCE OF TERTIARY STRUCTURE ON APPROACHES TO EDUCATION FOR PEACE

Just as the structure and functions of the different types of tertiary institutions differ, so too does the nature of 'education for peace' which occurs within them. In the universities a theoretical and analytical approach is typically taken, with discrete subjects being taught in different disciplines (e.g. politics, history, sociology, education & psychology). The majority of peace-oriented courses concentrate on international relations, structural violence, and conflict and conflict resolution at the international level. Most courses employ the standard university lecture/seminar format with assessment being based on written assignments and examinations. Thus, most peace-oriented courses at the universities are within the peace studies area. In the colleges of education there are not usually discrete peace-oriented courses, but elements of peace studies are integrated into a range of courses. Elements of peace studies are taught in Social Studies (or Social Science) and Health Education departments in courses which examine school social studies and health curricula. Some colleges run courses on interpersonal skills and human relationships. In both of these types of courses teacher trainees learn to acquire and teach basic interpersonal and conflict resolution skills, or to acquire and teach sensitivity to racial and gender issues. These courses tend to be much more experiential than university courses, with more importance attached to the process of teaching than is the case in universities. In the polytechnics most 'education for peace' takes place in the Departments of General Studies, Community Studies or Community Education. In these courses participants acquire interpersonal, communications and conflict resolution skills. The courses are usually offered as an option as part of a trade certificate course, or are available to the general community. Teaching is usually in small groups and is experiential, drawing on the experience of the participants.

THE STATE OF PEACE EDUCATION IN NEW ZEALAND TERTIARY INSTITUTIONS

Universities

By far the largest number of courses which *could* be categorised as peace studies in tertiary institutions in New Zealand are taught within the universities. However, most of these courses are not offered explicitly as peace studies. Most of the peace studies courses are offered within the

Faculty of Arts (with a few courses being offered within the Law Faculty), are discipline-based, and there is no co-ordination and little contact between people taking the courses. Details of the peace studies courses which were taught in universities in 1989 can be found in Section 4.1 of this report, and a list of the courses taught in particular universities can be found in Section 4.3 of the report. There are only two courses which are offered explicitly as peace studies in the universities at the moment, these being the interdisciplinary 'Peace Studies' course offered at the 2nd year level at the University of Canterbury, and the 'Peace Education' course offered at the 3rd year and Masters levels in the Education Department at Victoria University. At present there are no peace studies departments or programmes at the undergraduate or postgraduate level in New Zealand universities. Nor are there plans on any university campus to establish such a department or programme in the *immediate* future. In this part of the report, the courses offered in the peace studies field at the different universities will be analysed, to assess the potential for developing peace studies programmes.

A useful method for analysing peace studies programmes, or at least the potential for a peace studies programme to be established, has been suggested by George Lopez.¹ Lopez has proposed a conceptual map of the field of peace studies, dividing it into three levels of human interaction, namely: individual; social group and intranational; and international. And three areas of substantive focus, namely: causes and consequences of violence; methods for reducing and resolving violent conflict; and the values, norms and institutions of peace. Together this gives nine areas of study overall. An expanded version of Lopez's conceptual map is shown in Figure 2.1. In this conceptual map the area of substantive focus dealing with 'methods for reducing and resolving violent conflict' now becomes 'methods for reducing and resolving conflict'. A peace studies programme could try to encompass the whole of this map, although most universities are unlikely to have adequate resources to do this. Alternatively, a peace studies programme could concentrate on only one or two of the 'levels of human interaction', or could concentrate on only one or two of the 'areas of substantive focus' (cutting across the three levels of interaction). However, a peace studies programme should not include material on only the causes and consequences of violence, but should also have a major focus on the abolition or reduction of violence in its various manifestations.

One way this conceptual map can be used is to give an idea of the discipline-based fragmentation of peace studies in the universities which has already been mentioned. Figure 2.2 indicates for New Zealand the disciplines which are commonly involved with each of the nine areas of study on the conceptual map. To further illustrate this fragmentation, the particular peace-oriented topics of study which are usually dealt with by these disciplines in New Zealand are listed below:

Anthropology

- cultural construction of gender
- Maori culture

Education

- peace education
- counselling (personal, group, school, community, family)
- racism and education
- sexism and education

English

- the literature of peace and war
- images of peace and war in film and on television

Geography

- geography of war and peace
- development issues

History

- origins and causes of war
- peace movements and opposition to war
- impact of war on society
- social movements
- women's history

Law

- international law and organisations
- negotiation, mediation and dispute resolution

Management

- industrial conflict and its resolution

Maori Studies

- Maori culture
- Maori issues
- Treaty of Waitangi: its history, interpretations and implications

Politics

- international politics and international relations
- international organisations
- security studies
- arms control and disarmament
- alternative defence
- foreign policy
- conflict and conflict resolution at national and international levels
- arms trade and arms races
- third world and underdevelopment
- gender and politics

Psychology

- causes of violence and aggression
- interpersonal skills and human relationships
- conflict and conflict resolution at the individual and group levels

Sociology

- racism and race relations
- sexism and gender relations
- third world and underdevelopment
- international organisations

Women's Studies

- sexism and gender relations
- women and society

The conceptual map can also be used to assess the strengths of the peace studies courses offered in any one institution and to compare the state of peace studies between institutions. Figure 2.3 gives an indication of the state of peace studies in each university in New Zealand by showing the number of courses offered in a particular institution in each of the nine areas which comprise the conceptual map of peace studies. Although this provides a broad means of comparing between institutions, there are problems associated with this approach in assessing the strengths of the offerings in the peace studies area and the potential of the offerings to form a peace studies programme. Ideally, a peace studies programme should form an integrated programme of study through which students can progress, gradually building up their knowledge and expertise in a particular area of peace studies, perhaps specialising towards the end of their degree. The conceptual maps shown in Figure 2.3 do not indicate the level (i.e. undergraduate/postgraduate, 1st year, 2nd year, 3rd year etc) at which the courses are taught. Nor do they indicate the departments in which the courses are taught or the particular pre-requisites which operate for the various courses at the moment. Both of these can be a block to forming an integrated peace studies programme.²

Figures 2.4 (a) to 2.4(f) contain more detailed information on each university. In these figures individual course numbers are entered onto the conceptual map for each of the universities. A better idea of the state of peace studies in a particular institution can now be obtained by referring to the relevant conceptual map, in conjunction with the names of the courses offered at the institution (see Section 4.3) and to the details of these courses (see Section 4.1).³

In the following section the courses offered at the seven universities in New Zealand have been analysed using the method outlined above. The approach taken is to highlight the particular areas of thematic focus in the peace studies field, of the courses currently offered at the various institutions. That is, to highlight groupings of courses which span either one of the levels of human interaction, or one of the areas of substantive focus. Such areas of thematic focus could most easily be further developed into a peace studies programme. This approach has been taken because the size of most of the universities in New Zealand probably restricts them from offering a broad peace studies programme. The areas of weakness are not highlighted, as these can easily be seen by referring to the conceptual maps shown in Figure 2.4.

University of Auckland

The University of Auckland is the only tertiary institution in New Zealand which has an institutional base for peace studies, in the form of the Centre for Peace Studies, which is headed by Associate Professor Bob White of the Physics Department. At present this centre is involved only in research and publication, and not in teaching. However, a working group has been established under the auspices of the Centre to look at setting up a peace studies programme. As the first step towards this end the working group has recently conducted a survey of courses on offer at the university and has published a small pamphlet *Peace Studies at the University of*

Auckland to alert students to the existence of peace-oriented courses at the university. However, there is still some way to go before an actual programme is established.

The courses currently offered at the University of Auckland in the peace studies field have a particular thematic focus at the international level of human interaction. Courses on defence policies and the origins of the second world war in first year (30.106 & 24.100), are followed by second year courses on New Zealand foreign policy, and international law and institutions (30.204, 25.213 & 25.214), and with third year courses on foreign policy, conflict and conflict resolution, the origins of war and international law (30.301, 30.302, 24.307, 24.334, 25.307 & 25.388). This focus at the international level is supported by courses on the third world and development (82.209), sexism and gender relations (24.107, 03.219, 25.233 & 14.328), racism and race relations (04.101/03.102, 04.302/03.306, 04.308/03.304, 14.333, 14.423, 24.120 & 24.351) and ethics (29.210). Although there are a number of undergraduate courses dealing with the international level, there is only one postgraduate course which deals with this level (24.413).

To strengthen the undergraduate course offerings to develop a peace studies programme with a thematic focus at the international level there is a need first of all for an introductory peace studies course, or courses, along similar lines to the 'Peace Studies' course offered at Canterbury University. Such a course or courses would best be placed in first or second years, and should offer a broad introduction to the field of peace studies. In addition to this, in the area of the 'causes and consequences of violence' there is a need for the development of courses covering the issues of the arms race and arms trade, nuclear war, and international relations and international politics in general. In the area of 'methods for reducing or resolving conflict' there is the need for the development of courses which cover diplomacy, international conflict resolution and peacekeeping, and arms control and disarmament. In the area of the 'values, norms and institutions of peace' there is a need for the development of courses which consider alternative defence and global co-operation. Also, it would seem important for all of these courses to have a focus on the Asia-Pacific region.

In addition to the courses already mentioned, there are a number of courses which deal with conflict resolution at the individual level: a course on negotiation and mediation offered in the Law Faculty (25.333); and courses on guidance and counselling offered in the Education Department (14.305, 14.306, 14.410 & 14.418). However, these courses are offered only at the third year level, which makes it difficult to fit them into an integrated programme. Also, there are few courses dealing with conflict resolution at the higher levels of human interaction to build up a peace studies programme with a focus on conflict resolution.

University of Canterbury

The University of Canterbury is one of the two universities in New Zealand which offer a course explicitly in the peace studies field, this being the interdisciplinary 'Peace Studies' course offered at the second year level. This course provides a very broad introduction to the field of peace

studies, touching on most areas of substantive focus and cutting across the three levels of human interaction.

The interdisciplinary 'Peace Studies' course at Canterbury had its origins in 1985-86 when Katie Boanas from the New Zealand Foundation for Peace Studies and a group of academics from the university - Kevin Clements (Sociology), Richard Kennaway (Political Science), Peter Low (French), Colin Burrows (Plant and Microbial Sciences) and John Cookson (History) - felt that there was a need for a course at the university to focus on the issues of peace and conflict. In 1986 a plan was devised to establish such a course as an interdisciplinary course at the university. It would not be attached to any particular department and also would receive very little funding under this plan. As the group was not ready to launch the course immediately it organised a short 5-week course through the Department of Continuing Education at the university under the title 'Conflict - Co-operation - Negotiation', starting in June 1987. This short course focussed mainly on the resolution of interpersonal and group conflicts, but attempted to link this to the global situation as well. The short course helped to build credibility for the planned interdisciplinary course in the eyes of the university administration and it was approved. The interdisciplinary course was first run in 1988 by Katie Boanas and the group of academics from the university and has now completed its second year.⁴

The 'Peace Studies' course which has evolved is taught in two parts, which in many ways represent the opposite ends of the spectrum of peace studies content and process. The first part deals with the causes of conflict and conflict resolution at the personal and community level, with components relating to race and racism, gender and sexism, peace education and the peace movement. In this part of the course there is a focus on New Zealand and the Pacific region, and use is made of guest lecturers from Belau, Kanaky, the Philippines, and the local Maori community. The second part deals more with conflict and conflict resolution at the international level, considering issues such as development, nuclear issues, environmental issues, international relations and the United Nations.

In the first year there was conflict between the teaching methods adopted by the people taking the different parts of the course - the first part employing more experiential, non-traditional techniques and the second part employing the traditional lecturing approach. The non-traditional techniques employed in the first half of the course included: giving students a say in the content of the course; giving students an input into the course through plays, poetry, singing, and even preparing part of the lectures; small groups; sitting in circles; brainstorming; the use of people with expertise from the community; and, a weekend visit to a local Marae (seen by many as the highlight of the course). Students who took the course roundly approved of these teaching techniques, seeing the first part of the course as "sharing and co-operative times of great value to the students and staff. We could work outwards from our own experience to consider ways of peacefully living in the global context."⁵ The students were not as impressed with the techniques employed in the second half of the course, stating that: "The analyses of the subjects were often

from traditional theoretical standpoints. Most of these sessions were run in the usual academic way, in which the lecturer talked at great length about his ... subject of 'expertise'.⁶

Another co-operative aspect of the course which was met with approval by the students was the use of a shared project on a topic of their own choice as a major part of the assessment. The projects were also marked by two staff members. Not only did this allow the students to research an area of their own interest, to build-up important research skills, but it was also felt that the experience of working as part of a group was important. "A major thing gained from the group projects was the interaction between members and the way in which we used conflict resolution techniques to help solve problems". Clearly, the student response to the course as a whole was positive. So enthusiastic were the students that many became actively involved in the Canterbury University Peace Group which had recently been revived.

Apart from tension over the teaching techniques employed in the course, there are two other problems worth noting. One was the limited resources available to run an interdisciplinary course at Canterbury. The course received only \$300 in its first year and \$600 in its second year from the university. This was not the result of discrimination against peace studies but simply the fate of all interdisciplinary courses. This meagre amount was supplemented by grants of \$5000 from PACDAC in both the first and second years the course was run. The PACDAC money went mainly to paying for the services of staff from outside of the university. In addition to the PACDAC grant, Richard Kennaway was able to obtain a grant of \$5,000 for the purchase of peace studies books for the library. The other problem was the limited time available to academic staff who took on the teaching for the course above their existing teaching commitments.

Even though the interdisciplinary 'Peace Studies' course gives a broad introduction to the field of peace studies, the main area of thematic focus of the Canterbury course offerings is at the international level of human interaction, although there is also quite a strong thematic focus on the conflict resolution area.

Course offerings dealing with the international level of human interaction start in second year with courses on peace studies, international politics, foreign policy, and international organisations (INCO 214, POLS 204, AMST 212 & SOCI 232/332). These are followed in third year by courses on international law, and international conflict and its management (LAWS 342, LAWS 347 & POLS 310). Postgraduate courses on New Zealand foreign policy and conflict resolution (POLS 604, POLS 614 & SOCI 621B) are also available. To strengthen the course offerings at Canterbury to develop a peace studies programme with a thematic focus at the international level there is a need for courses to be developed in the area of the 'causes and consequences of violence' which cover the arms race and arms trade in more detail. In the area of 'methods for reducing or resolving conflict' there is a need for courses to be developed which cover arms control and disarmament, and international peacekeeping (although there are plans to introduce a course on the sociology of peacemaking in 1991). In the area of the 'values, norms and

institutions of peace' there is a need to develop courses which cover alternative defence and global co-operation. There needs to be a stronger focus on the Asia-Pacific region.

Courses dealing with conflict and conflict resolution also start in second year with the 'Peace Studies' course (INCO 214) which covers all levels of human interaction, and continue in third year with courses on the management of international conflict, and negotiation and mediation for lawyers (POLS 310, LAWS 339). There are also a number of honours courses in this area, covering the sociological analysis of conflict and conflict resolution, the mediation of international conflicts, and educational counselling (SOCI 621B, POLS 614, EDUC 661). To have a good undergraduate programme in conflict and conflict resolution these courses would really need to be offered at the undergraduate level. However, combining the third year and honours courses would provide a strong basis for a Masters programme in conflict and conflict resolution cutting across all levels of human interaction. To form a peace studies programme in conflict and conflict resolution, the main area that needs strengthening is conflict resolution at the group and intranational level. There would also need to be much more opportunity to obtain practical experience in the conflict resolution skills.

The courses at Canterbury which deal with the international level of human interaction, and with conflict and conflict resolution are well supported by course offerings in the areas of development (POLS 203, POLS 210, POLS 311, POLS 608 & POLS 611), racism and race relations (SOCI 223/323), and sexism and gender relations (FMST 101, FMST 203, SOCI 222/322, EDUC 613/FMST 402, EDUC 642 & SOCI 605).

With the strength of the course offerings at the international level of human interaction, and in the area of conflict and conflict resolution, it is not surprising that a proposal has been put forward for the development of a peace studies programme at Canterbury University. In 1989, Kevin Clements drafted a proposal for a 'Centre of Peace Studies and Conflict Resolution', and held discussions with the Vice-Chancellor, and staff members involved with teaching the 'Peace Studies' course. The proposed Centre would conduct research, and offer undergraduate and postgraduate courses as part of a peace studies programme. It was estimated that the establishment of such a Centre would require \$100,000. Support for the proposal was obtained from both staff and students. The Vice-Chancellor was "generally encouraging about the proposal", as long as it was "reasonably self-sufficient and self-funding" and as long as it was pitched at the graduate/postgraduate level initially, so that it did not involve major curriculum changes. However, due to the lack of available funding the proposal has not been taken further.⁷

Lincoln University

Lincoln University (formerly Lincoln College) has little to offer in the way of courses in the peace studies field at the moment. (For this reason a conceptual map has not been prepared for Lincoln University.) A number of courses in the Department of Parks, Recreation and Tourism look at gender and race issues. Courses on meteorology and environmental engineering in the

Department of Natural Resources Engineering look at global environmental issues, nuclear winter and the use of food in arms negotiations. There would, however, seem to be at least some potential for the expansion of these activities. In 1986, the International Year of Peace, a lunchtime seminar programme on peace studies was run, covering topics such as conflict and conflict resolution, and racial and gender issues. Attendance at this programme averaged around 50 staff and students. At about the same time, a proposal by the President of the Student's Union to declare the college a nuclear free zone, was shown in a survey to be supported by around 80% of the staff.⁸

Massey University

The main thematic focus of the courses offered in the peace studies field at Massey University is in the analysis of structural violence, especially in the areas of racism and race relations (76.205, 46.215, 76.310 & 36.339), sexism and gender relations (76.205, 76.211, 36.216, 48.210, 46.307, 76.314 & 70.601), and third world underdevelopment (76.203, 76.309, 76.411 & 31.421). In fact, in this last area, a Diploma of Development Studies is available from Massey University. To develop this focus on structural violence into a peace studies programme would require the development of courses which considered the abolition of structural violence and the resolution of conflicts arising from structural violence. In addition, courses on justice, social movements and non-violent direct action would need to be developed. It would also be necessary to develop an introductory course, or courses, which linked the different forms of structural violence and situated this area of study within the broader field of peace studies. By strengthening the course offerings at the international level of human interaction (48.211 is the only course at this level at the moment), it might be possible to develop a programme which considered the resolution of conflicts within the Pacific region.

While there are no courses on offer at Massey University which are explicitly peace studies, the Manawatu Peace Movement has been pushing for the Education Department at the University to set up peace studies courses. A proposal for courses dealing with violence and conflict resolution in society was developed in 1988 by Ross Swanston, Raewynn Farquhar, Andrew John, Dianne John and Jan Jones of the Manawatu Peace Movement, in conjunction with Alan Webster of the Education Department. An application was made to the Telethon 88 Home and Neighbourhood Trust for funding of \$105,000, over three years, to support a part-time lectureship to teach the courses, and a post-graduate fellowship in educational approaches to conflict resolution and the prevention of violence. Funding has also been sought from PACDAC. Funding has not been forthcoming, and so the proposal has not been able to be taken further.⁹

University of Otago

The courses offered at the University of Otago in the peace studies field have no particular thematic focus, although there is a tendency to focus on the international level of human interaction. In second year there is an introductory course on international relations (POLS 202/253). In third year there are courses on international relations, international law, and the

United Nations and peacekeeping (POLS 302, LEXS 310 & POLS 303/353), and there is a postgraduate course on international relations (POLS 455). To develop a peace studies programme at Otago with a thematic focus on the international level would require the development of introductory courses in first and second year. In the area of the 'causes and consequences of violence' courses would need to be developed which cover the arms race and arms trade. In the area of 'methods of reducing and resolving conflict' there is a need to develop courses which cover diplomacy, and international negotiation and mediation. In the area of 'values, norms and institutions for peace' there is a need to develop courses on international organisations and global co-operation. The course offerings at the international level are supported by courses on sexism and gender relations (WSST 201, WSST 203, WSST 205 & EDUC 318/746) and courses on ethics (PHIL 103, PHIL 205 & PHIL 357), but there is little in the way of courses on the third world and development, and racism and race relations.

In addition to the courses mentioned so far, there are a number of courses in the area of conflict resolution (LEXS 455, EDUC 306, EDUC 311, EDUC 456, EDUC 662, POLS 303/353). However, the main emphasis here is on the resolution of conflict at the individual level, and most of this is educational counselling. To develop a programme in conflict resolution there would need to be more courses developed at the group and intranational, and at the international level.

Victoria University of Wellington

Victoria University is the other of the two universities which offer a course explicitly in the peace studies field. This is the 'Peace Education' course which is taught by Jim Collinge at both the third year and Masters level in the Education Department. The course was introduced in 1986 as a special field, or experimental subject in third year. Jim Collinge set up the course because, for several reasons, he felt that the time was right: firstly, because of his long involvement with the peace movement and his interest in peace education; secondly, in 1986 there was a lot of interest in peace education in schools with Russell Marshall (then Minister of Education) and a number of officials in the national Department of Education giving it their support; thirdly, by 1986 there was a growing and very interesting educational literature on the subject. This feeling was vindicated with the course attracting student enrolments of 72 and 86 in its first two years on offer, the largest enrolment ever in a third year course in the Education Department. The course was not offered in 1988 and was offered again in 1989 but only attracted an enrolment of 25. This seems to have been partly because of a loss of momentum, but mainly because the course was put on in the mornings instead of the afternoons. Consequently teachers, who had previously formed a significant part of the course enrolments, could no longer attend.¹⁰

The 'Peace Education' course was elevated to permanent status in 1989 and was also introduced at the Masters level in the same year. Some of the credit here is due to Professor Gerald Grace, then Head of the Education Department, who gave the course support and pushed it. The course seems to have attracted little opposition at this time, perhaps because it was introduced as part of a package, including courses on race relations and education, and gender relations and education.

However, Gerald Grace and Jim Collinge made sure that they had their arguments well prepared in case the course did meet opposition.

Areas covered in the 'Peace Education' course include: peaceful relationships and conflict resolution; peace education and development education; curricula for peace studies in schools; anti-racist and anti-sexist education; education on nuclear matters; philosophical/ ethical and political issues in peace education; and the critics of peace education. Rather than relying heavily on lectures the course is seminar based. The one hour of lecture time each week is used mainly to introduce students to a variety of ideas, with videos and guest lecturers also being employed. In the 2 hours of seminar time each week students present progress reports on their research projects to small groups of other students, and are encouraged to help each other with their work, Jim Collinge playing the role of a facilitator. In the projects, which represent 50% of the assessment, students are given the opportunity to research an area of peace education of their own interest. The other 50% of the assessment is based on a journal in which students record their comments on readings and the content of lectures and seminars. The keeping of a journal was felt to be very successful by Jim Collinge. Student assessments of the course have been very positive.

There are three main areas of thematic focus for courses offered in the peace studies field at Victoria University: the international level of human interaction, structural violence, and peace education (for schools). Courses which focus on the international level of human interaction start in second year with courses on international politics and international relations in the Third World (POLS 244 & INTR 201), and continues in third year with courses on international law, and international diplomacy and negotiation (LAWS 315 & INTR 301). These are followed by postgraduate courses on arms control and disarmament, international relations in Asia and international law (POLS 442, POLS 444 & LAWS 517). To develop a peace studies programme with a thematic focus at the international level would require the development of an introductory course (or courses) in first or second year, and courses in the area of the 'causes and consequences of violence' which cover the arms race and arms trade. In the area of 'methods for reducing or resolving conflict' courses need to be developed which cover the concept of security and international peacekeeping. In the area of the 'values, norms and institutions of peace' courses need to be developed which cover international organisations and alternative defence. The courses also need more of a focus on the Pacific region. (A course on International Politics in the Pacific is being introduced in 1990).

There is also quite a strong focus on structural violence with courses being offered on the third world (INTR 201 & POLS 414); racism and race relations (MAOR 214, MAOR 216, EDUC 305, & EDUC 525); and on sexism and gender relations (WISC 201, EDUC 304, WISC 304/ ECON 334, HIST 325, WISC 301, WISC 305 & EDUC 523). To develop a peace studies programme along these lines would require the development of an introductory course in first or second year which linked the different types of structural violence and placed this area of study in the wider context of peace studies. In addition to this more courses on racism and race relations,

and the third world and development would need to be introduced. There is also the need for courses looking at the abolition of structural violence and the resolution of conflicts arising from it.

Another particular focus of the courses offered at Victoria University is in the area of peace education for schools, with the 'Peace Education' course already mentioned forming the core unit in the programme. Altogether there are three courses offered in the Education Department which could be included in such a programme: courses on peace education, race relations and education, gender and education. These courses are offered in third year (EDUC 306, EDUC 304, EDUC 305) and are also available as postgraduate courses (EDUC 523, EDUC 524, EDUC, 525). This focus could be strengthened by the development of courses on education for world order, and education and development. These courses could be supplemented with other courses on offer at Victoria University to develop a policy-oriented programme in the area of peace education. Alternatively they could be combined with subjects available at the Wellington College of Education to develop a teacher-oriented programme. With the existing courses at the university there is the potential for the development of a good Diploma or Masters programme in peace education.

University of Waikato

Courses offered at the University of Waikato in the peace studies field have a thematic focus at the international level of human interaction. Starting in first year with an introductory course on international relations (24.103), second year courses deal with the concept of security in the Asia-Pacific region, international relations and foreign policy, and with conflict and conflict resolution (24.216, 24.206, 24.210B & 24.213B). This is followed by courses on international relations and American foreign policy in third year (24.306B & 24.310/24.510), and by courses on theories of alternative security, the politics of disarmament, security, international relations and foreign policy for postgraduates (24.513, 24.517, 24.514, 24.542 & 02.505). To develop a peace studies programme at Waikato with a thematic focus at the international level there is the need for an introductory course or courses. In the area of 'methods for reducing or resolving conflict' there is a need for courses to be developed covering diplomacy, and international mediation and negotiation. In the area of the 'values, norms and institutions of peace' there is a need for courses to be developed covering international law and organisations.

The courses dealing with the international level are well supported by a strong Women's Studies programme (02.110, 21.101, 21.102, 21.103, 16.208B, 02.231B, 21.201B, 21.202A, 21.203, 31.331, 16.308, 24.303A, 25.317/25.517, 21.303B, 31.513), courses dealing with racism and race relations (66.208, 16.219A & 16.323), and courses dealing with ethics (06.203A/06.303A & 06.309).

Summary of Peace Studies in the Universities

In Figure 2.5 all of the courses offered in universities in New Zealand have been aggregated to form a conceptual map of peace studies in the universities. From this figure it can be seen that the main thematic focus is at the international level of human interaction. Other major areas of focus are the causes and consequences of violence at the social group and intranational level, and methods for reducing or resolving conflict at the individual level. It is also evident from this figure that there are certain areas of the peace studies field which are not well represented in the current course offerings of the universities. These are: the causes and consequences of violence at the individual level; methods for reducing or resolving conflict at the social group and intranational level; and the values, norms and institutions of peace at the social group and intranational level. Of these poorly represented areas, the latter area stands out as one in which there is considerable scope for development. In particular, there is scope for the development of courses which study non-violence (thinkers who have advocated non-violence, theories of non-violent action, studies of the non-violent resolution of conflict), and the role of social movements in promoting a more peaceful society (particularly the peace movement).

Five of the seven universities in New Zealand (Auckland, Canterbury, Otago, Victoria & Waikato) offer courses in the peace studies field which have a thematic focus at the international level of human interaction. Clearly this focus could be developed further with minimal additional resources to form a peace studies programme. Based on the existing course offerings, the most potential for this is at Canterbury and Victoria universities, and to a lesser extent at Auckland and Waikato universities. With the exception of Canterbury University all of these universities would require some form of introductory course or courses in the first and/or second years to give direction to the programme and to integrate the diverse offerings from the different departments (typically politics, history, law and sociology). Such a course should be broadly based and serve to set the international level of analysis within the wider field of peace studies. The interdisciplinary 'Peace Studies' course at Canterbury would be a useful model for developing such a course. However, even this course might profitably be divided into two parts. An introductory first year course could deal with conflict and conflict resolution at the individual and community levels, structural violence in New Zealand in the form of racism and sexism, and the peace movement. The second part of the course could deal with structural violence in the form of North-South relations, the third world and underdevelopment, and provide a general introduction to the international level. In general though, most programmes with a thematic focus at the international level of human interaction could be strengthened by developing the specific area of the 'causes and consequences of violence' through courses on the arms race and the arms trade, the economics of militarism and the concept of security. In the specific area of 'methods of reducing and resolving conflict' at the international level there is the need to develop courses on diplomacy, international negotiation and mediation, and arms control and disarmament. In the specific area of the 'values, norms and institutions of peace' at the international level there is the need to develop courses on alternative defence, transarmament and global co-operation. There is

also a need for more courses to consider to role of non-state actors (transnational companies and organisations) in conflict and conflict resolution.

A number of good courses are already being taught in the areas described above, which could serve as models for the development of other courses. In the specific area of the 'causes and consequences of violence' at the international level Wayne Robinson at Waikato University takes a course entitled 'Politics of Asia Pacific Security'. In the specific area of 'methods for reducing and resolving conflict' at the international level there are a few interesting courses: 'International Conflict and Its Management' and 'Mediation in International Relations' taught by Jacob Bercovitch (University of Canterbury); 'United Nations and Peacekeeping' taught by Ramesh Thakur (Otago University); 'Diplomacy and International Negotiation' taught by Professor K. Janaki (Victoria University); 'Strategy and Foreign Policy: Arms Control and Disarmament' taught by Rod Alley (Victoria University); and 'Selected Topics in the Politics of Disarmament' taught by Wayne Robinson. In the specific area of 'norms, values and institutions of peace' at the international level Wayne Robinson teaches a course entitled 'Theories of Alternative Security'. Details of all of these courses can be found in the course data base in Section 4.1.

Conflict resolution at the individual level of human interaction has a presence on most university campuses in Education Departments under the banner of guidance and counselling. However, much of this is educationally-oriented and taught at the third year level, where it is not available to many students. Also most Law Faculties (where they exist) have courses on conflict resolution under the banner of Negotiation and Mediation for Lawyers. Unfortunately, most of these courses currently have a set limit on the number of students enrolled, due to the labour-intensive teaching techniques required, and are available only to Law students. The main university to have a thematic focus on the area of conflict and conflict resolution is Canterbury University. The courses on offer at Canterbury in this area cut across all levels of human interaction with the interdisciplinary 'Peace Studies' course, courses on 'International Conflict and its Management' and 'Mediation in International Relations' taught by Jacob Bercovitch in Political Science, a course on 'Negotiation, Mediation and the Lawyer' taught by Jane Chart in the Law Faculty, and a course on 'Conflict and Conflict Resolution' taught by Kevin Clements in Sociology forming a particularly strong combination. These courses could well serve as a model for the development of conflict resolution courses at other universities. The main area which needs strengthening at Canterbury to form a programme in conflict and conflict resolution is in the area of conflict resolution at the social group and intranational level - particularly in the area of industrial conflict, community conflict, and intra-racial conflict.

Many of the universities run courses in the area of the causes and consequences of violence at the social group and intranational level - particularly in the areas of racism and race relations, sexism and gender relations, and the third world and development - essentially the area of structural violence. Many of the universities now have growing Women's Studies programmes and departments of Maori Studies, which means that the number of courses in this area will increase.

The universities which have a thematic focus in the area of structural violence are Massey, Victoria and Waikato. With the addition of introductory subjects which linked the different forms of structural violence and placed this area of study in the wider context of peace studies, courses which dealt with the abolition of structural violence and the resolution of conflicts arising from it, and courses dealing with conflict and conflict resolution in the Pacific region, some of these could be developed into more rounded peace studies programmes which had a focus on the Pacific region.

Many of the courses in the peace studies field that are currently offered would benefit from the incorporation of a feminist perspective. There is a growing body of literature in the area of the feminist critique of militarism and the feminist critique of traditional peace studies and peace research which needs to be addressed in courses.¹¹ Many of the lecturers in the universities are male and are perhaps uncomfortable or unfamiliar with this material. As one male lecturer commented:

I did for a number of years give a couple of lectures on women and peace, focusing on militarism and the feminist critique of militarism. I found that that struck quite a responsive note with the women in the course but because of my own lack of knowledge in that area there was a limit to how far I could go.

Also, so far, the Women's Studies programmes in the various universities do not seem to have taken up this as an area for concentrated study. However, the role of women in the peace movement is dealt with in a number of women's studies courses.

One obvious way to encourage the incorporation of a feminist perspective into peace studies courses is to employ more women as lecturers in these courses. Further, the provision of postgraduate scholarships for women in the peace studies field would increase the number of suitably qualified women who were available to take up such lecturing positions. Women's studies departments or programmes could also be encouraged to move more into this area of study.

Colleges of Education

As was noted previously, most of the courses taught in tertiary institutions which *could* be categorised as peace studies are taught within the universities. There are only a limited number of courses offered within each of the colleges of education in the peace studies field. Even then, most of these courses are not wholly devoted to the study of peace-oriented topics, and even less are explicitly peace studies courses. For this reason the conceptual map which was used to analyse the state of the peace studies offerings within universities will not be used to analyse the peace studies offerings within colleges of education. The courses offered in each of the colleges of education which could be categorised as peace studies are listed in Section 4.3 of the report, and the details of these courses can be found in Section 4.1. Due to the small number of peace

studies courses on offer in the colleges of education the following section simply highlights the main features of the course offerings in each of the colleges.

Auckland College of Education is one of only two colleges which offer a course which explicitly deals with peace studies. This course, 'Peace Education Option', was run as an option for secondary trainees by John Buckland and David Metzger in 1987 and 1988, but attracted enrolments of only twelve students in each year. The course provides a general introduction to peace education, the nuclear issue, and focuses on interpersonal relationships, communication and conflict resolution skills. Besides offering a peace studies course, there also seems to be institutional support for peace studies at Auckland College of Education. There is strong support, from the principal down, for elements of peace education being integrated into courses within the college. Also, peace education materials from the New Zealand Foundation for Peace Studies are stored at the college.

Other elements of peace studies at Auckland College of Education occur in the Department of Social Studies and the Department of Health Studies in curriculum-oriented courses. In the Department of Multicultural and Maori Studies, and the Department of Education there are a number of courses dealing with issues of race and racism, bicultural and multicultural teaching methods, and Maori issues, language and culture. Also, a good example of the way in which peace studies can be integrated into other courses is provided by some quite innovative courses run by Stuart Middleton and Trevor Dobbin (English Department, School of Secondary Education). In courses on english, drama, and film and television, students are steered towards peace and nuclear issues for their examples and resource material, with an emphasis being given to material dealing with peaceful relationships, conflict resolution and nuclear issues.

At Christchurch College of Education elements of peace studies occur in courses offered by the Social Studies Department which study the school social studies curriculum. A course on conflict resolution was also offered in this department by Ken Nichol, but received very little support from students. (It is interesting to note that Stanley Newman, a strong critic of peace education in schools, was, until recently, the Head of the Social Studies Department.) In addition, courses on multicultural education and women and education are taught within the Education Department, and courses dealing with Maori culture and issues are taught within the Department of Maori Studies. The School of Early Childhood Education at Christchurch has a commitment to the principles of peace education, with there being a strong emphasis in early childhood and kindergarten courses on "peaceful conflict resolution", "equity (in gender, race and other areas)", and "individual differences and needs". There are also a number of courses on human relationships offered within this department.

In addition to the courses which are taught at Christchurch College of Education in the peace studies field, the library at the College is well stocked with peace education resources. The New

Zealand Foundation for Peace Studies holds an annual display and meeting in the library, and stocks of the Foundation's peace education materials are held at the College resource centre.

At Dunedin College of Education only a few courses are offered in the peace studies field. There are courses on the social studies and health curricula, and programmes in Maoritanga and Multicultural Studies. In addition to these a course on conflict resolution is run within the Education Department and a course on the Literature of War is run in the English Department. The course offerings at Palmerston North Teachers College are similar to those offered at Dunedin. In addition to the usual curriculum-oriented courses in the departments of Social Studies and Health Education there are programmes in Maori Studies and Multicultural Studies.

Hamilton College of Education is the other teachers college which offers an explicit peace studies course. This course is offered as a general studies course under the title of 'Issues of War and Peace' and is coordinated by Dr R. C. Smith. The course provides an examination of "some ethical and practical questions concerning war and peace" and aims to provide a background for peace studies in schools. In addition to this course there are curriculum-orientated courses offered in the Departments of Social Studies and Health and Physical Education, and courses on teaching in multicultural classrooms offered in the Departments of Education and Social Studies.

A number of quite innovative peace studies courses are on offer at Wellington College of Education. In the Department of Health Education there is the usual curriculum-oriented course. In addition to this a number of courses on human relationships are run through this department by Des Brough. In conjunction with the Department of Professional Studies, the Department of Social and Cultural Education also offers courses on multicultural studies, as well as courses dealing with women and girls in education, and non-sexist teaching techniques. In 1990, Philippa Smith of the Department of Social and Cultural Education will introduce a course entitled 'Issues for Education'. This course will examine a wide range of issues which are relevant to the lives of the course participants: peace and conflict; development; politics and economics; human rights, race, gender and class; and environmental issues. The aim of the course is to give the participants an understanding of the issues, the ability to research issues, and to provide them with the skills to communicate ideas about issues effectively.

Summary of Peace Studies in the Colleges of Education

It is evident from this survey that most of the peace studies in colleges of education in New Zealand takes place in courses offered within Social Studies/Social Science and Health Education Departments, Departments of (or programmes in) Maori and Multicultural Studies, and also in some Schools of Early Childhood Education. Like universities though, there are very few courses which deal explicitly with the field of peace studies. Rather, elements of peace studies are incorporated into other courses. In the Social Studies/Social Science and Health Education Departments, elements of peace studies usually occur in courses which deal with the social studies and health curricula taught in primary and secondary schools. This is because these curricula themselves contain elements of peace studies. For example, the Social Studies syllabus

for Forms 3 and 4 of secondary school has the following as part of its objectives explaining reasons for conflict over values; demonstrating an awareness of the ways conflict may be resolved; contributing to group situations; and showing concern for others. Some Departments of Health Education also run courses on human relationships which include conflict resolution skills and anger management. In a number of Departments of Early Childhood Education communication and conflict resolution skills are taught as parts of more general courses. In departments of (or programmes in) Maori and Multicultural studies, courses cover racism and race relations, anti-racist education, cultural awareness and sensitivity, biculturalism, as well as Maori issues, Maori culture and Maori language. Some Education Departments teach courses on gender and education and non-sexist teaching methods.

Overall in the colleges of education there is little on offer in the way of courses which are explicitly peace studies. The only courses dealing explicitly with peace studies are the 'Peace Studies Option' at Auckland College of Education, and 'Issues for War and Peace' at Hamilton Teachers College. Both of these are offered as options. With the limited course offerings available in the peace studies field at the colleges of education it would seem to be difficult to establish a peace studies programme at any of the colleges at the moment. However, there is the potential at a number of colleges of education, (particularly in Wellington) to combine forces with the neighbouring university and offer a Diploma or a Masters programme in 'Peace Education'. The emphasis of the courses offered at the colleges of education as part of such a programme would be on the actual teaching methods and curricula used in peace education, and practical training in the conflict resolution skills, and skills for encouraging peaceful relationships within schools.

Polytechnics

As was the case with the colleges of education, relatively few courses which *could* be categorised as peace studies are offered within the polytechnics. Those peace studies courses which are offered in each polytechnic are listed in Section 4.3 of the report, and details of these courses can be found in Section 4.1. Most of the peace studies taking place in polytechnics is in the area of conflict resolution at the interpersonal level, and is offered as part of community education programmes through Departments of General Studies, Community Studies, and Community Education. These courses deal with issues such as human relationships, communications skills, conflict resolution skills, anger management and assertiveness training, with separate courses being run for men and women in some polytechnics. Such courses obviously play an important part in promoting a more peaceful society in New Zealand. Similar courses are also available to students undertaking trade-certificate courses, but are usually taken as options.

Auckland Technical Institute is unique amongst tertiary institutions in New Zealand, in having administrative support for the establishment of a peace studies programme. The Director of the Institute, Dr. John Hinchcliff, has put forward a proposal to establish a 'South Pacific Peace and Development Resources Centre' at the Institute. One of the proposed functions of this

centre would be to offer a 'Diploma of Peace and Development Studies'. Dr Hinchcliff has a strong personal commitment to peace studies, being a founding member of both the Victorian Association of Peace Studies, and of the New Zealand Foundation for Peace Studies. He argues that such a programme would be best located at a technical institute because the "emphasis of our courses is on the practical, whereas the universities tend to be esoteric". A peace studies programme at the Auckland Technical Institute would, according to Dr. Hinchcliff, be vocationally-oriented and responsive to community needs. In order to establish such a programme funds would, nonetheless, be required from outside of the Institute.¹² Another problem with establishing a peace studies programme at this Institute is the availability of staff to teach the courses, and staff support for such a programme. The Institute has a very strong technical and vocational orientation, and there are only a few staff with the expertise to take courses in the peace studies field.

However, a number of courses which could be included in a peace studies programme already exist at Auckland Technical Institute. One of these courses - 'New Zealand After a Nuclear War' - is run by Ian Free and John Blakey of the Department of Languages and Communications. This course is offered as a compulsory unit for mechanical engineers. Ian Free also offers a course 'Imagining the Future'. One unit of this course looks at the nuclear threat, levels of armaments, disarmament and views on aggression. In these courses the issues are presented in a technical manner which is consistent with their target audiences. Apart from these courses there are only a number of courses which deal with interpersonal relationships.

In 1990 Peter Watkins, director of 'The Journey' and 'The War Game', will take up a visiting lectureship in media-studies at the Institute. This position has been supported by the New Zealand Foundation for Peace Studies with assistance from Lottery General, a committee of the Lottery Grants Board.

Christchurch Polytechnic is also active in the area of peace studies. A number of courses dealing with interpersonal conflict resolution are offered through the Department of Art and Community Studies. In addition to this, courses on media studies taught by Brian Pauling and Ruth Zanker include conflict resolution skills, the media and violence, the role of the media in reporting issues dealing with peace, war, and conflict at the international and national levels.¹³

COMPARISON OF NEW ZEALAND WITH AUSTRALIA

A recent guide put out by the Victorian Association for Peace Studies (VAPS) provides a snapshot of peace studies in Australian tertiary institutions in 1987.¹⁴ Australia, having a population about five times larger than that of New Zealand, and a correspondingly larger number of tertiary institutions, would be expected to have a larger number of peace studies courses. This it does. Using the VAPS guide and Section 4.1 of this report a comparison can be made between individual courses offered in New Zealand and Australia. In this respect courses offered in New Zealand can be seen to hold their own against those on offer in Australia.

There are many similarities between the general nature of peace studies in New Zealand and Australia. Most courses in the peace studies field in Australia are taught in the Arts faculties of universities, are discipline-based, and are available in the second or thirds years of study. There are relatively few courses offered in Australia which are explicitly in the peace studies field. As the authors of the YAPS report observe:

It appears that peace studies is still teetering on the edge of the disciplines, a one-off experience for those students who choose such an option, and suffering from the same problems as other interdisciplinary or transdisciplinary fields of study.¹⁵

In Australia, as in New Zealand, there are few courses available at the Honours or Masters levels.

Besides the smaller number of courses on offer in New Zealand, the most obvious difference between Australia and New Zealand is in the state of development of the field of peace studies. In Australia in 1988 there were peace studies programmes at three universities - University of New England, University of Wollongong and La Trobe University. Another peace studies programme is now in the planning stages at the University of Queensland, and should be up and running by 1991.¹⁶ Details of these programmes are given in Appendix 2. All of the peace studies programmes in Australia, in existence or planned, are interdisciplinary and based within the Faculty of Arts. Most of the programmes have a focus at the international level of human interaction, but have introductory or core subjects in second or third year which deal with conflict and conflict resolution at the different levels of human interaction. Some of these programmes were initiated by campus-based peace groups, and others by groups of staff members who shared a commitment to peace studies. The usual approach taken to establishing the programmes was to set up a working party, (usually within the Faculty of Arts), to survey the courses that were being offered at the particular university, to initiate new courses and to develop core courses which would give some direction and coherence to the programmes. Surveys of staff and students were also undertaken to gauge staff support and student demand for a peace studies programme on campus. The results of these surveys were used to help build up a case for the establishment of the programme. At the University of Wollongong, a day long seminar on peace studies was held in the planning stages as a way of publicising the programme and building support.

Because of the way the peace studies programmes in Australia have grown up out of existing departmental offerings at the universities, the programmes do not seem to be that well focussed or well integrated. Such an approach is, however, difficult to avoid. Developing peace studies programmes out of existing course offerings is the quickest, cheapest and most politically expedient way of establishing such a programme. The way peace studies is developing in New Zealand, if peace studies programmes are set up they may also suffer from this lack of focus and lack of integration which is evident in Australia. There are two ways to avoid this. One is to establish departments of peace studies which could develop core courses for a peace studies programme and allow a more integrated approach to be taken. The other is to fund the development of new courses - possibly interdisciplinary courses - to give more focus to the

course offerings in a particular institution. Both of these options are likely to require a source of funds from outside the university.

2.3 ATTITUDES TO PEACE STUDIES IN NEW ZEALAND

THE SPECIAL NATURE OF PEACE STUDIES IN NEW ZEALAND

Ian Bassett, who was actively involved with the development of peace studies curricula and peace studies guidelines for schools when working for the Education Department, has pointed out that the "concept of peace studies in New Zealand is a very broad one, and has traditionally been that way ever since it was introduced".¹⁷ This broad concept of peace studies encompasses the study of conflict and conflict resolution at all levels of human interaction, and the study of structural violence, especially in the form of racism, sexism and Third World underdevelopment. Most of the people who were interviewed as part of this survey shared this broad conception of peace studies.

One purpose of the interviews conducted with people teaching in the peace studies field was to elicit views on the special nature of peace studies in New Zealand. Two main themes emerged from these interviews. One was that the study of race relations in New Zealand, especially between Maori and Pakeha, was an important part of any peace studies programme. This would include a study of the Treaty of Waitangi, its implications for partnership, and the just and peaceful resolution of conflicts arising from the Treaty. The other main theme was that peace studies in New Zealand should have a Pacific focus. It was felt that a peace studies programme should include the study of New Zealand as a Pacific nation. More specifically this would include: New Zealand's involvement in conflict and conflict resolution in the Pacific, and its potential contribution to the mediation of regional conflicts, and promotion of peace in the Pacific; New Zealand's contribution to arms control and disarmament in the Pacific; New Zealand's military alliances and their implications; New Zealand's defence policies and alternatives; New Zealand's role in the abolition of social injustice in the Pacific. Also, it was felt that a peace studies programme should include Pacific issues which have an influence on New Zealand. More specifically this would include: conflict and conflict resolution in the Pacific region; super power relations and activities within the Pacific - including their maritime strategies and naval arms races, and the testing of nuclear weapons; militarism in the Pacific and its implications for Pacific people; the arms trade in the Pacific; relations between Pacific states - with each other and with larger states; social injustice in the Pacific; and underdevelopment in the Pacific.

Some of those interviewed thought that it was particularly important for the perspectives of the indigenous people of the Pacific to come through. A number of ways were suggested to encourage this. Firstly, a greater number of Pacific leaders could be funded under the exchange/visitor scheme operated by the Ministry of External Relations and Trade. These visitors could then be made available to peace studies courses. Secondly, key source people from Pacific

countries who are now living in New Zealand could be paid to participate in peace studies courses.

HOW PEACE STUDIES SHOULD BE TAUGHT

There were a number of different views as to how peace studies should be taught, and this largely reflected people's institutional location. In the colleges of education, most of those interviewed favoured an integrated approach, with elements of peace studies - mainly the resolution of interpersonal conflict, and racial and gender sensitivity - being incorporated into a range of courses and not being identified as peace studies as such. This was accompanied by a preference for more co-operative and experiential teaching methods, particularly group discussions.

In the universities and polytechnics most of those interviewed favoured a joint approach to teaching peace studies, with peace studies being taught as separate, identifiable courses or programmes, and with elements of peace studies incorporated into a range of subjects. In the polytechnics there was a preference for experiential teaching methods, with discussion groups being facilitated by a Tutor, whereas in the universities there was a division between those who favoured the traditional lecture/seminar format and those who favoured the more co-operative and experiential forms of teaching, sometimes referred to as 'peaceful pedagogy'. The 'Peace Studies' course at the University of Canterbury provides a good example of these differences in approach. Those who favour the more traditional techniques argue that there is the need to impart a particular body of knowledge to the students and to analyse the issues in a detached way. They see lectures as the best way of doing this. Some claim that lectures are required for a subject to be seen as academically respectable. Those who favour the more co-operative teaching methods argue that in peace studies courses more peaceful means of pedagogy should be employed. Further, they argue that using the co-operative techniques the students actually learn more, as they are motivated to learn. In the courses where the co-operative techniques are employed which were surveyed as part of this report, it is evident that the students responded enthusiastically to these teaching methods. Some people point out that both teaching methods can be usefully employed.

The debate about teaching methods is not peculiar to peace studies. Departments of Women's Studies and Maori Studies in the universities typically employ the more co-operative and experiential teaching techniques, as do a number of individual courses within other departments. There seems to be a growing recognition throughout universities that the more co-operative and experiential teaching methods do have some advantages over the traditional techniques such as lecturing. Perhaps it is the special responsibility of those teaching peace studies courses to at least try out some of these new techniques. Peace studies, along with Women's Studies and Maori Studies, could play an important part in acting as a catalyst for the introduction of more peaceful modes of pedagogy throughout the universities.

2.4 PROBLEMS AND CONSTRAINTS FOR PEACE STUDIES IN NEW ZEALAND

FUNDING

Most of those teaching *discipline-based* courses in the peace studies field did not identify the funding of *existing* courses as a particular problem. The peace studies courses do not seem to be discriminated against, they are funded on the same basis as other courses. To the extent that the funding of courses in tertiary institutions is adequate, then this level of funding is adequate. However, there does seem to be a problem with the funding of courses which are *interdisciplinary* and the funding of *new* courses. In the interdisciplinary 'Peace Studies' course offered at Canterbury, the teaching commitments of the staff were on top of existing departmental commitments, the course being funded by the university to the level of only \$300 in its first year and \$600 in its second year. Again, this is not an example of discrimination, it was merely the fate of all interdisciplinary courses at Canterbury University. If peace studies programmes in New Zealand repeat the experience from overseas then, in the early stages at least, there will need to be a number of interdisciplinary courses which form the core of the peace studies programmes. One possibility is to house such courses in a particular department, the course being funded by the department. If this option is not available, then sources of funding will need to be made available to allow good quality courses to be developed. These funds will be needed to free staff from some of their existing teaching commitments to be able to devote more time to the peace studies courses. As well, funds will be needed to bring in guest lecturers from outside the tertiary institutions, and to prepare books of readings and so on.

The funding of new courses also presents a problem. Staff who are already heavily committed teaching existing courses simply do not have the time to develop new courses. This is particularly the case in the colleges of education and polytechnics where teaching staff face heavier teaching loads than staff in universities. If new peace studies courses are to be introduced to develop the existing course offerings of the tertiary institutions into peace studies programmes, then funding will need to be made available for course development. These funds will be used to free staff from some of their teaching commitments to give them time to devote to the development of new courses, and to cover the costs of researching the new courses.

In the longer term, if peace studies in New Zealand tertiary institutions is to be placed on a sound basis, then at least one 'Department of Peace Studies' will need to be established, most probably at a university. As one of those interviewed pointed out: "Any new subject is not really secure until it is firmly integrated into the university structure, which means that it is not entirely secure until it is a department. Feminist Studies know this very well."¹⁸ Many of those interviewed expressed a similar view. It was felt that, at the very least, one full time academic appointment (but preferably two) with clerical support was needed to form the basis of such a department. If established within a university, with an initial academic staffing level of one professor and one lecturer, then a minimum annual budget of \$113,000 would be required to cover their salaries

alone. In addition to this, funding would be required to cover the cost of clerical support and operating costs. In the present climate of restructuring which is facing the tertiary education sector, this funding is unlikely to come from the tertiary institutions.¹⁹

RESOURCES AND TEACHING MATERIALS

A number of problems with the resources and teaching materials available were identified by those who teach courses in the peace studies field. Most of those interviewed who were involved with 'Peace Education' courses in the universities and colleges of education pointed to the need for more curriculum material for schools. This was because many of the teacher trainees taking these courses use them as an opportunity to build up curriculum materials for when they are teaching. This is especially the case now that there is no source of information on peace studies in the new Ministry of Education to replace the officers in the Curriculum Division of the Department of Education who were working on peace studies. There also seemed to be some problems with obtaining the "interesting" curriculum materials which are being produced in Australia.

A number of those interviewed who were teaching peace studies courses in the polytechnics saw a need for the development of short information sheets on a range of issues, which could be used as the basis for group discussions. Because of heavy teaching loads, polytechnic Tutors did not have much time to search around for suitable and timely information. The development of a series of information sheets would make it easier to set up and run peace studies courses within the polytechnics. Such sheets might be similar to the *Peace Reader* series put out by the Victorian Association of Peace Studies in Australia, or the Pacific Issues Fact Sheets being produced by the Centre for Peace Studies at the University of Auckland. The sheets could present the background to a particular issue, summarise the different perspectives on the issue, and provide a guide to further reading. It was felt to be important to keep such information sheets up to date, so that they were more relevant to students' own experiences. These sheets would also be useful in the other tertiary institutions, in schools, and for peace groups.

A number of people teaching in the universities identified a need for an introductory text in the peace studies field which approached the topic from a New Zealand and Pacific perspective. Most of those taking courses relied on extensive reading lists, or compiled books of readings for their students. Some of those teaching peace studies courses argued that there was a need for a text which presented the perspectives of different groups within the Pacific region. For example, Kevin Clements pointed out that:

There is no agreed text which would provide a framework, ... which would go through a variety of different approaches to peace studies. Such a text would have to cover the Pacific and South-East Asia. There is the need for a variety of different books which look at the Pacific from the perspective of Pacific Islanders, from the perspective of Australia and New Zealand, and the South-East Asian perspective. We need a variety of interlocking publications which look at these.²⁰

Some of those teaching peace studies courses argued that there was the need for a text which approached the topic from different theoretical perspectives. For example, Rod Alley pointed to the need for more material on international relations and contemporary politics in the Pacific region, perhaps a book of readings, which looked at the issues from a 'realist' perspective, from the 'interdependence' perspective and from a 'radical marxist' perspective.²¹

In the area of conflict and conflict resolution, a number of people identified a need for material set within the New Zealand context, especially in the area of cross-cultural mediation and conflict resolution. It was suggested by Jim Heffernan that a book which set up the scenarios for conflict resolution role plays within a New Zealand and Pacific context would be very useful. John Gallagher of the New Zealand Nuclear-Free Peacemaking Association has suggested that government officials and delegates of Non-Governmental Organisations who are involved in regional and international negotiations should be required to file brief reports on the negotiations in which they are involved. Such reports would summarise the negotiations, and highlight the positive or negative factors which contributed to the outcome. Within New Zealand similar reports could be filed by mediators working in areas such as race relations and industrial relations. In this way an empirical data base of conflict resolution could be established.²²

A number of the people interviewed saw the need for more video and film resources which could be used to replace or supplement lectures. It was felt that not enough material was currently available through the National Film Library.

CONTACTS AND LINKS

Many people interviewed identified the need for more links between those who are teaching in the peace studies field. At present there seems to be little contact between people who are taking courses in these fields. Contacts are particularly bad between institutions based in different locations, and between the different types of institutions. One of those interviewed commented, for example, "I know more about what is happening in Bradford than I do about what is happening in Auckland". Interest was shown in the establishment of some form of peace studies association or network which could put people in contact with each other through the publication of a newsletter or journal, and through holding conferences.

INSTITUTIONAL CONSTRAINTS

Political Climate

One of the important factors which will effect the development of peace studies in New Zealand at the primary, secondary and tertiary levels is the political climate. The experience of the last election is evidence of this. According to Ian Bassett:

Peace Studies suffered very badly during the last election. It was used as a major political propaganda point by the National opposition. A lot of misconceptions were paraded as truths and that did a lot of harm to peace studies. It was seen as an opportunity to

indoctrinate, it was seen as an anti-American initiative, it was seen as undermining the security of the nation, and a whole range of other things, but most of all it was seen as indoctrination, political indoctrination. ... It has taken a long time for the memory of that to dissipate. 23.

While the Labour Government has not actively promoted the development of peace studies at the tertiary level, the current political climate is not unfavourable to the development of peace studies. With another election due in New Zealand in 1990, this climate might be about to change.

Fears were expressed by many of the people interviewed that if the National Party were to obtain power in the forthcoming elections this could spell the death knell for peace studies in New Zealand, or at least severely hamper its development at the tertiary level. As it was put by one of those interviewed:

Peace Studies will become a scape-goat for a range of discontents which, if National gets to power, will prevent it. I think that because of that people in peace studies have got to make sure that it's squeaky clean in terms of being able to front up to the critics and say that this is what we do, it's respectable, it's giving students angles and perspectives on problems which they wouldn't get in politics or sociology, that it's not a prescriptive course.

It is important to note that the interviews on which this section was based were conducted in November and December 1989. This was before the National Party announced changes to its policy on nuclear ship visits, so that a National government would now ban the visit of ships carrying nuclear weapons. In addition to these policy changes, there are signs that the National Party is no longer pursuing the hard-line opposition to peace studies which was evident during the last election campaign. There is hope that if they come to power in the next election, a National government would support peace studies at all levels of the education system.

Any attempt to stimulate the development of peace studies in New Zealand at the tertiary level will need to take into account the possibility of a change in political climate. The important issue seems to be the way in which the public image of peace studies is projected. It may be that to survive in a politically conservative climate 'peace studies' will have to be conducted under another name. Programmes in conflict and conflict resolution are less likely to be targeted by the Right than are peace studies programmes.

Criticisms of Peace Studies

Regardless of the prevailing political climate, there is the danger of a conservative backlash against peace studies from within the tertiary institutions, and the problem of being accepted as a serious field of study by a sceptical and competitive academic community. The two main criticisms which are levelled at peace studies are firstly, that it is politically motivated or academically biased, and secondly, that it is academically soft. Jim Collinge, who has had the experience of establishing a 'Peace Education' course at Victoria University stressed that there was a need to be aware of these criticisms and to be prepared to answer them in academic terms. 24

There are a number of ways to answer the criticism that peace studies is politically motivated and academically biased. Firstly, it can be pointed out that the people who make the accusations often present an extremely biased argument themselves. Secondly, as Jim Collinge points out, it is necessary to "make it very clear that your aim is not to produce recruits for the peace movement but to present an academically viable course". One way of doing this is to look at the field of peace studies in a wider sense, and present the criticisms of peace studies as part of the course. Another way of doing this, as Katie Boanas stresses, is by keeping political action out of the classroom, and leaving students to pursue this in their own time.

To the criticism that peace studies is academically soft it can be pointed out that the same sorts of things are said about numerous courses at the university. Further, in well prepared and well documented courses, the critics can be made familiar with the material on which the courses are based. Jim Collinge would answer the critics simply by saying "go and read the literature that we deal with ... and see if it is a soft option". When courses have been running for a while, the quality of the work produced by students, and student assessments of the course can also be used to show that the course is not a soft option. Often, students coming to the courses are highly motivated and the work produced is of a correspondingly high quality.²⁵

EFFECTS OF CHANGES IN THE EDUCATION SYSTEM

Changes are taking place at the primary, secondary and tertiary levels of the education system in New Zealand which have implications for the development of peace studies at the tertiary level. These changes, which are outlined in a number of recent reports - *Tūkūmōwhi Schools*, *Learning for Life* and *Learning for Life: Two* - are largely to do with the organisation and administration of the education system. In making the changes, the government has made claims of greater efficiency and increased participation in the tertiary education system. However, there is the danger that the changes will merely be a cost cutting exercise and represent the harnessing of tertiary education to narrowly defined economic interests. The changes which are now taking place in New Zealand need to be seen in the wider context of the draconian changes which have taken place in Britain, and the similar changes which are taking place in Australia.

Under the policy initiatives outlined in *Tūkūmōwhi Schools* the Education Department has been abolished, leaving only a Ministry of Education which is responsible for policy advice. Local Boards of Trustees have been established to draw up Charters for their schools and to oversee the administration of the schools. These Boards of Trustees are comprised of parents and members of the community, students and teachers, and the school principal. One function of the Boards of Trustees will be to determine the curriculum policy of the school. They will have a certain amount of freedom to do this based around the national curriculum guidelines.²⁶

Under the policy initiatives outlined in *Learning for Life* there will be a decentralisation of decision making in the tertiary education system, with institutions being given much more "independence and freedom to make operational and management decisions" than was previously

the case, especially the colleges of education and the polytechnics. Universities have traditionally been fairly independent. However, the colleges of education and the polytechnics have operated under a centralised system where the Department of Education made the operational decisions. Under the new system the Ministry of Education will provide policy advice for the whole tertiary sector. The tertiary institutions will be defined as bodies-corporate under new legislation, giving them the power to, amongst other things, set fees, decide on the courses they shall offer and employ staff. They will, however, be obliged to operate under a Charter which will have to be negotiated with the Ministry of Education and which will "spell out limitations on how institutions can use their powers within the broad guidelines and safeguards specified by the Government". The tertiary institutions will be funded via a block grant from the government through the Ministry of Education, out of which they will be expected to meet all of their own costs, including capital spending. Part of this block grant will be "earmarked by the ministry (of Education) to be used for specific purposes - such as national courses and courses which the ministry wishes institutions to deliver." In addition to this new funding arrangement, a Tertiary Tuition Fee (which in 1990 has been set at \$1250) will be introduced. ²⁷

Under the new policy changes the colleges of education will be established as independent institutions but will also be free to amalgamate with other tertiary institutions. They will be able to offer a variety of courses subject to the approval of their Charters by the Ministry of Education and to meeting the requirements of the National Education Qualifications Authority (NEQA). The colleges of education will not necessarily be restricted to teacher training only. The polytechnics will be able to offer courses at degree level, provided that these courses have been validated by NEQA. However, the main focus of the polytechnics will continue to be vocational education and training. The universities will still occupy a special place in the tertiary education system, with the title 'university' being restricted to institutions which satisfy certain criteria, including that "they accept the role as critic and conscience of society". ²⁸

Colleges of Education

Most of the people interviewed in the colleges of education who were teaching peace studies courses expressed concern about the implications of *Teaching for Tomorrow* and *Learning for Life* on peace studies in the colleges. The fate of peace studies in the colleges of education is linked closely with the fate of peace studies in the schools. The course offerings of the colleges are partly market-driven. If there is not a demand for peace studies within the schools, then teacher trainees are unlikely to undertake courses in this area, and it will become increasingly difficult to justify offering courses in peace studies at the colleges. This trend could be reinforced by the vocational orientation which *Learning for Life* could well give to all tertiary education.

While it was recognised that peace studies would still be present in schools in the Health and Social Studies syllabus, as these formed part of the national curriculum guidelines, it was felt that with the devolution of responsibility for curriculum policy to the Boards of Trustees there would be a bias away from peace studies in schools towards more vocationally oriented courses. This

was particularly so in the present climate of high unemployment. Further, the damage done to the image of peace studies in the last election may still be influencing the thinking of members of the Boards. This view was well summarised by Ian Bassett:

In more conservative schools peace studies is still going to be there because it is part of the general directions of the curriculum, the National Curriculum. But until people are comfortable with the notion of what peace studies is I think that it is still going to be there, but undercover. It will not be taught in the integrated and co-ordinated way that it ought to be. Already it would seem that under *Tunworth's Schools* some communities are flexing their muscles and reducing the importance of elements of courses that they see as being too progressive or too left wing. ... *Mean Studies* is a good example. 29

However, Ian Bassett also saw a positive side to *Tunworth's Schools*. It would encourage much more open discussion of the issues and encourage much more understanding on the part of parents of what goes on in schools. He felt that peace studies would benefit from this discussion. A number of people pointed to the results of the last Social Studies Survey as an encouraging sign. In this survey over 90% of parents wanted their children to 'understand and respect the way of life of different peoples and cultures' and over 80% of parents wanted their children to 'co-operate and work effectively with others in their chosen work'. Both of these are elements of peace studies, only not labelled as such. In addition, over 90% of parents wanted their children to learn about 'the major world problems such as peace, poverty, energy and the environment'. Similar views were expressed by parents in a more recent general review of the school curriculum. 30

Polytechnics

In the polytechnics many of the peace studies courses which are taken as part of trade certificate courses are taken as options in Departments of General Studies or Community Studies. The growth of these courses has been explained partly in terms of the previous funding arrangements to the polytechnics. Under these arrangements, funding was partly on the basis of the number of hours students were sitting in classrooms. This meant that general studies and community studies courses were not competing with other courses for funds. However, under the new funding arrangements polytechnics will be funded on the basis of EFTS (Equivalent Full Time Students). This means that a certain amount of money will be allocated for a student taking a particular trade certificate course. If there is a trend towards courses being more vocationally oriented those in control of the courses may not see a need for the inclusion of options from general studies or community studies departments. This could see the further marginalisation of the few courses in polytechnics which are in the peace studies field. On the positive side, with polytechnics now able to offer approved degree programmes there may be some scope for polytechnics to offer a peace studies programme of some form. There is no guarantee, however that such a programme would be funded by a polytechnic or the Ministry of Education, even if the student demand could be shown to exist. 31

Universities

In the universities most of the people interviewed expressed a fear that peace studies courses - especially courses which were explicitly peace studies - might well be targeted for being non-vocational. A number of people pointed to the British experience as the way things might develop in New Zealand. One who did this was Professor Gerald Grace, who came to New Zealand from Britain a few years ago. Professor Grace pointed out that:

The emphasis in the UK is for courses where the immediate vocational potential/relevance is obvious. They become paying courses. All courses which do not have an immediate vocational potential or the potential to generate income have a question mark over their heads.³²

Kevin Clements pointed out that peace studies could become very vulnerable in a vocationally oriented tertiary system. Because of this he felt that it was especially important that peace studies be institutionalised as soon as possible in New Zealand, by the establishment of some form of peace studies department.

2.5 FUTURE DIRECTIONS FOR PEACE STUDIES IN NEW ZEALAND TERTIARY INSTITUTIONS

So far in this chapter we have surveyed the current state of peace studies in tertiary institutions in New Zealand, looked at the attitudes of those who are teaching courses in the peace studies field, and considered the problems and constraints which peace studies courses and programmes are facing. It is time now to look towards the future. Most of the people interviewed expressed a hope that peace studies would continue to expand in New Zealand, there eventually being peace studies programmes in the universities and ideally at least one peace studies department, and peace studies courses and programmes in the colleges of education and polytechnics. The question which remains is how to move forward towards this vision. Below, a number of options have been outlined to stimulate the development of peace studies at the tertiary level in New Zealand. In presenting these options, it has been kept in mind that only limited financial resources are available.

OPTION 1: ALLOW PEACE STUDIES TO DEVELOP UNDER ITS OWN MOMENTUM.

One option is to let things continue much as they are, to allow peace studies to develop slowly, pushed along by the efforts of committed staff members and in response to student demand. If this is the case then eventually a peace studies programme may be established at one of the universities, most likely Canterbury. However, it is unlikely that it will flourish or that a department of peace studies will be established, particularly in the present climate facing tertiary institutions. If peace studies is going to flourish in New Zealand, then something needs to be done to stimulate its development, and quickly. Peace studies at the tertiary level needs to be placed on a solid basis before the current changes in the tertiary system make this impossible or before the political climate changes.

OPTION 2: ESTABLISH A DEPARTMENT OF PEACE STUDIES IN A TERTIARY INSTITUTION

The most effective way to stimulate the development of peace studies at the tertiary level in New Zealand would be by establishing a department of peace studies at one of the tertiary institutions, or a peace studies programme in conjunction with a centre for peace research. Only this way could staff devote themselves full-time to the teaching and development of courses and to the promotion of peace studies throughout the wider tertiary community. As Kevin Clements has observed: "Until this happens peace studies will be an amateurish pursuit in New Zealand, just added on top of other departmental obligations".

There are a number of issues involved in setting up a peace studies department or a peace studies programme with permanent staff. Where should the programme be located? What type of programme should be established? How many staff should be employed? How should the programme be funded? From the survey of peace studies courses in tertiary institutions it is evident that peace studies is best developed within the universities. It is within the universities that most of the courses in the peace studies field are currently offered, and some of the universities now have the basis for the development of a peace studies programme. Thus, for economic reasons and for expediency, a university would be the most sensible place to establish such a department or programme. Also, under the changes which are taking place in the tertiary education system, the universities are most likely to maintain the independence and academic freedom which are important for critical areas of study like peace studies.

While many of the universities have a focus in the peace studies field at the international level of human interaction most of the people interviewed agreed that it would be desirable to develop peace studies programmes with different areas of focus in different institutions. If a peace studies department or programme were to be established, the most likely candidates would be: (1) the University of Canterbury - which has a focus at both the international level of human interaction and a focus on conflict and conflict resolution (cutting across all levels of human interaction), and has an established 'Peace Studies' course. A proposal has already been put forward at the University of Canterbury for the establishment of a Centre for Peace Studies and Conflict Resolution, but funding is not available to support this proposal; or (2) Victoria University - which has a focus at the international level, as well a focus on structural violence, and course offerings which could form the basis for a peace studies programme for teachers. The establishment of a peace studies department at one of these universities would allow the development of core courses, and other courses. This would allow the development of the existing areas of focus into full peace studies programmes.

A department of peace studies would require at least one, but preferably two, full time academic staff members as well as clerical support. This staffing level would require annual funding of at least \$150,000, in addition to an operating budget. There are a number of ways such a department could be funded. (1) Firstly, it could be set up by a university using its own funding,

or by charging fees to students enrolled in the courses. The first option would seem to be unlikely in the present climate within the universities and the second option is undesirable. In any event, for a university to establish a department by itself would require that peace studies was seen by the administration to be a serious academic pursuit, and that sufficient student demand could be demonstrated for courses offered by the department. An administration is unlikely to be convinced of this unless a peace studies programme has been operating successfully for some time in at least one university in New Zealand.

(2) A second option would be for the government to make a commitment to establishing peace studies within the universities, either by funding the development of a department of peace studies, or by establishing a peace research centre which also had a teaching function. In doing this the government would be honouring a commitment made at the First Special Session of the United Nations on Disarmament in 1978 "to take steps to develop programmes of peace studies at all levels".³³ It may be possible to lobby the present Labour Government to do this. There is support within the Labour Party for the government to make a major contribution towards 'education for peace'. Remit 6.1.3, passed at the 1989 Labour Party Conference, called on the government to:

legislate for annual funding equivalent to at least one day's defence spending for establishing independent peace and disarmament education and research, training programmes for conflict resolution and mediation, and investigating ways of promoting positive peacemaking neutrality.³⁴

It may however be an issue that is too politically sensitive to pursue in an election year. However, there are signs that a National Government might also support the development of peace studies within New Zealand.

(3) Finally, the establishment of a peace studies department could be funded by a body outside of the university or government. Many peace studies programmes, and a number of chairs in peace studies in the United States are funded by private organisations. Appendix 4 of this report provides a list of organisations in New Zealand and the United States which might be possible sources of funding for peace studies. Again, to successfully obtain a grant from one of these organisations would probably require that some form of viable peace studies programme was already in existence. While PACDAC itself is unlikely to have the resources available to fund the development of a peace studies department it could investigate the possibility of obtaining funds from a private organisation.

OPTION 3: SUPPORT AND ENCOURAGE THE DEVELOPMENT OF PEACE STUDIES PROGRAMMES IN TERTIARY INSTITUTIONS

It is likely that before a department of peace studies can be established there will need to be an interdisciplinary programme in peace studies already in existence. Short of setting up a department of peace studies in a university there are a number of ways that the development of peace studies at the tertiary level could be stimulated by the government or an organisation such as PACDAC.

Funding individual courses and course development

Firstly, the government or PACDAC could fund individual peace studies courses within tertiary institutions, as is already the case with the 'Peace Studies' course at the University of Canterbury. An alternative would be to fund only the development of peace studies courses within tertiary institutions. This could be done through some form of grant awarded to teaching staff, to give them time off from their teaching commitments to work-up suitable course proposals into courses which were ready to be offered. These courses could then be put on in an existing department and would be funded by that department in the same way as any other course. The advantage of funding only course developments is that the funding would only be required during the course-development stages, and would not be recurrent. The funding of individual courses or the development of courses (or both) would give PACDAC some influence over the shape and direction of peace studies in New Zealand, as grants need only be given to courses of high quality, in desired areas of study and in desired institutions.

Encourage the setting up of peace studies committees

Another way to stimulate the development of peace studies programmes in tertiary institutions would be to encourage the setting up of peace studies committees within different institutions. Such committees could conduct surveys of the existing course offerings at a particular institution (a task already undertaken by this report for 1989) and publish a booklet for students alerting them to the existence of subjects within their institutions which are peace-oriented. This has recently been done at the University of Auckland by a committee set up by the Centre for Peace Studies. The committees could also: (1) conduct surveys of staff members to determine support for a peace studies programme; (2) bring together interested staff members to plan new courses within their own departments and core courses for such a programme; (3) conduct student surveys to demonstrate support for a peace studies programme; (4) conduct a survey of books and periodicals in the library to determine the adequacy of resources to stage the desired peace studies programme. Any gaps which are identified can then start to be filled through departmental book allocations; (5) hold seminars to stimulate interest in a peace studies programme amongst staff and students; (6) negotiate with the administration to establish the programme; and (7) prepare promotional literature to advertise the existence of the programme. Funding from the government or PACDAC to support all of these activities would be useful.

Encourage links between peace educators

Many of those involved in teaching peace-oriented courses mentioned the problem of isolation and lack of contact with others in the field in New Zealand. PACDAC could play a role here by fostering links between people teaching peace studies courses at all levels of the education system and people involved in peace research. A simple way of doing this would be to fund a regular newsletter which kept people in the peace studies field in touch with what was happening, important issues and developments, and resources. Another way would be to stage annual or biennial conferences to bring these people together physically. Ultimately a New Zealand peace studies association would be desirable. The formation of a peace studies association would help

legitimate the formation of a peace studies discipline within New Zealand, helping to give it academic respectability.

To a certain extent, the New Zealand Foundation for Peace Studies is already fulfilling the role of a national peace studies association. Similarly, the magazine *PeaceLink* is already keeping peace researchers, peace educators and peace activists in contact. Rather than founding a new association, or publishing a new newsletter, consideration could be given to funding these existing activities.

Funding resources for peace studies programmes

The government or PACDAC could help with the provision of resources for peace studies in a number of ways. (1) The provision of grants to particular peace studies courses or programmes for the purchase of books, journals, films or video material. (2) The purchase of film and video material which could be used as a central resource for all peace studies programmes. This material could be housed in libraries within various institutions, could be held at local branches of the New Zealand Foundation for Peace Studies, or could be placed in the National Film Library. (3) Funding the preparation of resources - such as books, pamphlets and videos - suitable for peace studies programmes in New Zealand.

Fund staff training seminars

The government or PACDAC could fund training seminars for staff involved in peace studies courses or considering moving into this field. Such a programme is run by Carolyn Stephenson at the University of Hawaii - Manoa. Educators such as Carolyn Stephenson could be brought to New Zealand under the Ministry of External Relations and Trade Foreign Visitor Scheme to conduct training seminars throughout New Zealand. Further, the government could provide scholarships for peace educators to attend courses overseas, in a similar way that it provides scholarships for strategic studies.

OPTION 4: LOBBY FOR CONFLICT RESOLUTION SKILLS TO BE A COMPULSORY COMPONENT OF ALL TERTIARY PROGRAMMES

One possibility for stimulating the development of peace studies in tertiary institutions would be to lobby for the inclusion of courses, or parts of courses, which dealt with conflict resolution, other interpersonal skills, and cultural and gender sensitivity in all programmes of study in universities, colleges of education and polytechnics. The development of these skills in all students should have obvious benefit for the workplace and society in general. There is at least the possibility that the requirement for such courses in all programmes could be included as part of the charters of all tertiary institutions.

PRIORITIES

However it is obtained, it is unlikely that funding for a department of peace studies will be made available in the immediate future. Further, it is likely that before any organisation will fund the

setting up of a peace studies department there will need to be a viable interdisciplinary peace studies programme already in existence. Given this, the immediate priority for the development of peace studies in New Zealand tertiary institutions is to encourage the development of peace studies committees in the universities, and in the other tertiary institutions if this is felt desirable. These peace studies committees can then assess local conditions and prepare strategies for setting up a peace studies programme at their institutions. This is likely to require funding for the development of new courses, funding for running any interdisciplinary courses, and funding for resources.

In addition to encouraging the development of peace studies committees, another priority is to build upon the activities which are already in existence, and which have the potential for developing into peace studies programmes. Funds are required at the University of Canterbury to build upon the 'Peace Studies' course which is already in existence. Similarly, funds could be directed towards Victoria University and the University of Auckland to support and build upon the activities which are already underway there. Funding could be provided for the development of the peace studies courses which have been proposed at Massey University.

FIG 2.1: LOPEZ'S CONCEPTUAL MAP OF PEACE STUDIES*

AREAS OF SUBSTANTIVE FOCUS

	CAUSES & CONSEQUENCES OF VIOLENCE	METHODS FOR REDUCING OR RESOLVING CONFLICT	VALUES, NORMS & INSTITUTIONS OF PEACE
A. INDIVIDUAL	*aggression *socialisation *bigotry *interpersonal violence	*communication skills *negotiation *mediation *education	*non-violence as a lifestyle *ethical/ religious perspectives
B. SOCIAL GROUP & INTRANATIONAL	*economic disparity *repression *revolution <i>*sexism</i> <i>*racism</i> <i>*underdevelopment</i>	*arbitration *negotiation *mediation *conflict resolution workshops	*non-violent direct action *social movements *justice *freedom <i>*images of war and peace</i>
C. INTERNATIONAL & TRANSNATIONAL	*war *arms race *arms trade *xenophobia *intervention *nuclear war <i>*international politics and relations</i> <i>*foreign policy</i> <i>*security studies</i>	*diplomacy *international peace-keeping *mediation *crisis management <i>*arms control and disarmament</i>	*international law and organisations *non-offensive defence *global cooperation

LEVELS OF HUMAN INTERACTION*** Note:**

- (1) Parts shown in *italics* have been added by the author.
- (2) Lopez uses 'methods for reducing or resolving violent conflict' as the second area of substantive focus.

FIG 2.2: PEACE STUDIES AND THE DISCIPLINES IN NZ

AREAS OF SUBSTANTIVE FOCUS

CAUSES &
CONSEQUENCES
OF VIOLENCE

METHODS FOR
REDUCING
OR RESOLVING
CONFLICT

VALUES, NORMS &
INSTITUTIONS OF
PEACE

A: INDIVIDUAL	*PSYCHOLOGY *SOCIOLOGY *CRIMINOLOGY	*EDUCATION *LAW *PSYCHOLOGY	*PHILOSOPHY *RELIGIONS
B: SOCIAL GROUP & INTRANATIONAL	*ANTHROPOLOGY *EDUCATION *GEOGRAPHY *MAORI STUDIES *POLITICS *WOMEN'S STUDIES *SOCIOLOGY	*LAW *MANAGEMENT *SOCIOLOGY	*SOCIOLOGY *WOMEN'S STUDIES *ENGLISH
C: INTERNATIONAL & <i>TRANSNATIONAL</i>	*INTERNATIONAL RELATIONS *HISTORY *POLITICS	*INTERNATIONAL RELATIONS *POLITICS	*INTERNATIONAL RELATIONS *LAW *SOCIOLOGY

LEVELS OF HUMAN INTERACTION

**FIGURE 2.3: THE STATE OF PEACE STUDIES IN NZ
UNIVERSITIES**

	1	2	3
A	1	6	1
B	16		3
C	9	1	4

UNIVERSITY OF AUCKLAND

	1	2	3
A		3	2
B	14		1
C	1		

MASSEY UNIVERSITY

	1	2	3
A	2	5	2
B	13	1	2
C	4	1	2

VICTORIA UNIVERSITY

	1	2	3
A	1	4	1
B	15	2	1
C	6	4	4

UNIVERSITY OF CANTERBURY

	1	2	3
A		5	3
B	4	1	
C	3	1	2

UNIVERSITY OF OTAGO

	1	2	3
A	1	9	2
B	23		1
C	12	2	2

UNIVERSITY OF WAIKATO

NOTE:

1, 2 & 3 correspond to 'Areas of Substantive Focus'

A, B & C correspond to 'Levels of Human Interaction'

FIG 2.4 (a): COURSES AT THE UNIVERSITY OF AUCKLAND

AREAS OF SUBSTANTIVE FOCUS

	CAUSES & CONSEQUENCES OF VIOLENCE	METHODS FOR REDUCING OR RESOLVING CONFLICT	VALUES, NORMS & INSTITUTIONS OF PEACE
A: INDIVIDUAL	32.240	14.210, 25.333, 14.305, 14.306, 14.410, 14.418	29.210
B: SOCIAL GROUP & INTRANATIONAL	24.107, 24.120, 04.101/03.102, 25.233, 14.238, 03.219, 03.310, 04.302/03.306, 04.308/03.304, 14.333, 24.351, 14.423, 14.420, 32.425, 82.417, 36.481		65.200, 03.310, 65.420
C: INTERNATIONAL & TRANSNATIONAL	30.106, 24.100, 30.204, 84.200, 30.301, 24.307, 24.334, 24.413, 20.444	30.302	25.213, 25.214, 25.307, 25.388

LEVELS OF HUMAN INTERACTION**Key to course numbers:**

03 = Anthropology; 04 = Maori Studies; 14 = Education; 20 = Geography; 24 = History; 25 = Law; 29 = Philosophy; 30 = Political Studies; 32 = Psychology; 82 = Sociology; 36 & 84 = Planning; 65 = English.

100 = 1st year; 200 = 2nd year; 300 = 3rd year; 400 = Honours & postgraduate

**FIG 2.4 (b): COURSES AT THE UNIVERSITY OF
CANTERBURY**

AREAS OF SUBSTANTIVE FOCUS

CAUSES &
CONSEQUENCES
OF VIOLENCE

METHODS FOR
REDUCING
OR RESOLVING
CONFLICT

VALUES, NORMS &
INSTITUTIONS OF
PEACE

A: INDIVIDUAL	INC 214,	INC 214, LAW 339, SOC 621B, EDU 661	PHI 222
B: SOCIAL GROUP & INTRANATIONAL	FMS 101, INC 214 POL 203, POL 210, FMS 203, SOC 223/323, SOC 222/322, HIS 250/350, POL 311, POL 608, POL 611, HIS 617, EDU 613/FMS 402, EDU 642, SOC 605	INC 214, SOC 621B	INC 214
C: INTERNATIONAL & TRANSNATIONAL	INC 214, POL 204, AMS 212, POL 310, SOC 621B, POL 604	INC 214, POL 310, SOC 621B, POL 614	INC 214, LAW 342, LAW 347, SOC 232/332

LEVELS OF HUMAN INTERACTION

Key to course numbers:

AMS(T) = American Studies (Politics); EDU(C) = Education; FMS(T) = Feminist Studies;
HIS(T) = History; INC(O) = Interdisciplinary; LAW(S) = Law; PHI(L) = Philosophy; POL(S)
= Political Science; SOC(I) = Sociology.

100 = 1st year; 200 = 2nd year; 300 = 3rd year; 600 = Honours & Postgraduate

FIG 2.4 (c): COURSES AT MASSEY UNIVERSITY

AREAS OF SUBSTANTIVE FOCUS

	CAUSES & CONSEQUENCES OF VIOLENCE	METHODS FOR REDUCING OR RESOLVING CONFLICT	VALUES, NORMS & INSTITUTIONS OF PEACE
A: INDIVIDUAL		36.246, 36.651, 36.604/36.651	34.104, 34.203/34.303
B: SOCIAL GROUP & INTRANATIONAL	76.205, 76.203, 46.215, 36.216, 48.210, 76.211, 76.310, 76.309, 36.339, 46.307, 76.314, 76.411, 31.421, 70.601		76.312
C: INTERNATIONAL & <i>TRANSNATIONAL</i>	48.211		

LEVELS OF HUMAN INTERACTION**Key to course numbers:**

31 = Interdisciplinary; 34 = Philosophy; 36 = Education; 46 = Anthropology & Maori Studies;
48 = History; 70 = Women's Studies; 76 = Sociology;

100 = 1st year; 200 = 2nd year; 300 = 3rd year; 400 & 600 = Honours & postgraduate

FIG 2.4 (d): COURSES AT UNIVERSITY OF OTAGO

AREAS OF SUBSTANTIVE FOCUSCAUSES &
CONSEQUENCES
OF VIOLENCEMETHODS FOR
REDUCING
OR RESOLVING
CONFLICTVALUES, NORMS &
INSTITUTIONS OF
PEACE

A: INDIVIDUAL		EDU 306, EDU 311, LEX 443, EDU 456, EDU 662	PHI 103, PHI 205 PHI 357
B: SOCIAL GROUP & INTRANATIONAL	WSS 201, WSS 203, WSS 205, WSS 318/WSS 746	MGMT 213	
C: INTERNATIONAL & TRANSNATIONAL	POL 302, POL 203/253, POL 455	POL 303/353	POL 303/353, LEX 310

LEVELS OF HUMAN INTERACTION**Key to course numbers:**

EDU(C) = Education; LEX(S) = Law; MGMT = Management; PHI(L) = Philosophy; POL(S)
= Political Studies; WSS(T) = Women's Studies.

100 = 1st year; 200 = 2nd year; 300 = 3rd year; 400 & 600 = Honours & postgraduate

FIG 2.4 (e): COURSES AT VICTORIA UNIVERSITY

AREAS OF SUBSTANTIVE FOCUSCAUSES &
CONSEQUENCES
OF VIOLENCEMETHODS FOR
REDUCING
OR RESOLVING
CONFLICTVALUES, NORMS &
INSTITUTIONS OF
PEACE

A: INDIVIDUAL	CRI 212, CRI 805	LAW 337, EDU 306, EDU 370, EDU 409, EDU 524	POL 361/PHI 361, REL 311
B: SOCIAL GROUP & INTRANATIONAL	WIS 201, MAO 214, MAO 216, POL 325, EDU 305, WIS 304/ECO 334, EDU 304, HIS 325, WIS 301, WIS 305, POL 414, EDU 523, EDU 525	INR 303	WIS 201, WIS 302
C: INTERNATIONAL & <i>TRANSNATIONAL</i>	POL 244, INT 201, POL 442, POL 444	INT 301	LAW 315, LAW 517

LEVELS OF HUMAN INTERACTION**Key to course numbers:**

CRI(M) = Criminology; EDU(C) = Education; INR(C) = Commerce and Administration;
INT(R) = International Relations; LAW(S) = Law; MAO(R) = Maori Studies; PHI(L) =
Philosophy; POL(S) = Politics; REL(I) = World Religions; WIS(C) = Women's Studies;

100 = 1st year; 200 = 2nd year; 300 = 3rd year; 400 & 500 = Honours & postgraduate

FIG 2.4 (f): COURSES AT WAIKATO UNIVERSITY

AREAS OF SUBSTANTIVE FOCUS

	CAUSES & CONSEQUENCES OF VIOLENCE	METHODS FOR REDUCING OR RESOLVING CONFLICT	VALUES, NORMS & INSTITUTIONS OF PEACE
A: INDIVIDUAL	18.516	18.302A, 31.330A, 31.508, 31.540, 31.541, 31.542, 31.704, 31.708, 31.718	06.203A/06.303A 06.309
B: SOCIAL GROUP & INTRANATIONAL	02.110, 21.101, 21.102, 21.103, 25.205A, 02.221, 66.208, 16.219A, 16.208B, 02.231B, 21.201B, 21.202A, 21.203, 16.323, 31.331, 16.308, 24.303A, 21.303B, 25.317/25.517, 25.505, 02.525 18.507, 31.513		11.203B
C: INTERNATIONAL & TRANSNATIONAL	24.103A, 24.216A, 24.206, 24.210B, 24.213B, 24.306B, 24.210/24.510, 24.513, 24.506, 24.514, 24.542, 02.505	24.517, 24.213B	24.216A, 24.513

LEVELS OF HUMAN INTERACTION**Key to course numbers:**

02 = History; 06 = Philosophy; 11 = Film Studies; 16 = Geography; 18 = Psychology; 24 = Politics; 21 = Women's Studies; 25 = Sociology; 31 = Education; 66 = Maori Studies;

100 = 1st year; 200 = 2nd year; 300 = 3rd year; 400 & 500 = Honours & postgraduate

FIG 2.5: COURSES OFFERED AT NZ UNIVERSITIES

AREAS OF SUBSTANTIVE FOCUSCAUSES &
CONSEQUENCES
OF VIOLENCEMETHODS FOR
REDUCING
OR RESOLVING
CONFLICTVALUES, NORMS &
INSTITUTIONS OF
PEACE

A: INDIVIDUAL	5	32	11
B: SOCIAL GROUP & INTRANATIONAL	85	4	8
C: INTERNATIONAL & TRANSNATIONAL	35	9	14

LEVELS OF HUMAN INTERACTION

FOOTNOTES

1. See George A. Lopez, "Strategies for Curriculum Development" in D.G. Thomas & M.T. Kiare (eds.) *Peace & World Order Studies*, Fifth Edition, Westview Press, Boulder, 1989, pp. 73-86.
2. That a particular course might have certain restrictive pre-requisites at the moment is not necessarily a fatal blow to the development of a peace studies programme. It is however something which may have to be negotiated between departments and faculties.
3. Even this does not give the whole picture. Whether or not a peace studies programme can be established also depends upon the general political climate, institutional support for such a programme, the availability of funding, student demand, and the willingness and commitment of staff members to push such a programme through.
4. Alex, Col, Gillian, Kim, Mana & Siobhan (with introduction by Peter Low), "Perspectives on Peace Studies at the University of Canterbury", *PeaceLink*, October 1989, pp. 10-12. D. Bretherton et al., *Peace Studies in Australia and New Zealand*, Victorian Association for Peace Studies, 1989, pp. 47-50; Interviews with K. Boanas, K. Clements, P. Low, R. Kennaway, C. Burrows & J. Cookson.
5. Alex, Col, Gillian et al., *op cit*, p. 11.
6. *Ibid*.
7. K. Clements, "Draft Proposal for a Centre of Peace Studies and Conflict Resolution at the University of Canterbury", 1989, Letter from K. Boanas, March 1990.
8. Interview with Neil Cherry.
9. Andrew John, Manawatu Peace Movement, Letter 10/7/88; Manawatu Peace Movement, 'An Application to the Home and Neighbourhood Trust Telethon 1988 for a Grant', undated; telephone conversation with Alan Webster, 11/4/90.
10. Interviews with Jim Collinge and Gerald Grace.
11. See, for example: Bernard, J. *The Female World*, 1981, Boulding, E. *Women in the Twentieth-Century World*, 1977; Brock-Utne, B. *Education for Peace: A Feminist Perspective*, 1985; Cooney, R. & Michalowski, H. (Eds.) *Power of the People*, 1987; Eisler, R. & Loe, D. "Peace and Feminist Theory: New Directions", *Bulletin of Peace Progress*, Vol. 17, No. 1, 1986; McAllister, P. (Ed.) *Recovering the Web of Life: Feminism and Masculinity*, 1982; Reardon, B. *War and the War System*, 1985; Roberts, B. "The Death of Machothink: Feminist Research and the Transformation of Peace Studies", *Feminist Studies International Forum*, Vol. 4, 1984; Stiehm, J. (Ed.) *Women and Men's Work*, 1983; Sylvester, C. "Some Dangers in Merging Feminist and Peace Projects", *Alternatives*, Vol. 12, No. 4, 1987.
12. John Hinchliff, "A Proposal for a South Pacific Peace and Development Resources Centre at Auckland Technical Institute", Not Dated. Interview with Dr John Hinchliff.
13. Interview with Brian Pauling.
14. D. Bretherton et al., *Peace Studies in Australia and New Zealand*, Victorian Association for Peace Studies, 1989. An earlier survey was H. Neilson, "Peace Studies courses at Australian universities and colleges: a survey", in *Peace Studies*, pp. 22-24.
15. D. Bretherton et al., *op cit*, p. 16.
16. D. Bretherton et al., *op cit*; B. Swan, "Peace Studies at a Tertiary Level", *Peace Magazine Australia*, October-November 1986, pp. 42-43; Letter from St John Kentle, Department of Government, University of Queensland, 19/12/89. In addition to these peace studies programmes, there are a number of centres for peace research at Australian universities. The Centre for Peace Research at the Australian National University, Canberra; The Centre for Peace and Conflict Studies at the University of Sydney.
17. Interview with Ian Bassett.
18. Interview with John Cookson.
19. The current academic pay scales at the University of Auckland are: Lecturer - \$36,000 to \$47,000; Senior Lecturer - \$48,000 to 64,500; Associate Professor - \$67,000 to 73,000; Professor - \$77,000 to 96,000.
20. Interview with Kevin Clements.
21. Interview with Rod Alley.
22. Interviews with Ian McDuff, Hans Everts, Jim Heffernon & John Gallagher.
23. Interview with Ian Bassett.

24. Interview with Jim Collinge. For a detailed discussion of the criticisms of peace studies, see the following publications put out by the Centre for Peace Research at the Australian National University: William Moley, "Peace Studies: A Conceptual and Practical Critique", Working Paper No. 9, Sept. 1986; David Aspin, "The Epistemological Status of 'Peace Studies'", Working Paper No. 11, Feb. 1987.
25. Interview with Jim Collinge.
26. *Tokunomiya's Schools: The Reform of Education Administration in New Zealand*, August 1988.
27. *Learning for Life*, 1988; *Learning for Life: Two*, (Policy Decisions), August 1989.
28. Ibid.
29. Interview with Ian Bassett.
30. *Report of the Social Studies Subject Survey 1981-82*, Department of Education, Wellington, 1987, pp. 138-140; *The Curriculum Review*, Report of the Committee to Review the Curriculum for Schools, Department of Education, Wellington, 1987.
31. Interviews with Ian Free, John Blakey and John Hinchcliff.
32. Interview with Gerald Grace.
33. Jim Collinge, "An Argument for Peace Education", *Alaric*, Vol 6, No. 1, 1987, p. 37.
34. Based on the 1988-89 Defence Budget of \$1,366.8 million, a day's defence spending is \$3.7 million.

3. PEACE RESEARCH IN NEW ZEALAND TERTIARY INSTITUTIONS

3.1 INTRODUCTION

This chapter presents an overview and an analysis of the state of peace research in tertiary institutions in New Zealand, and outlines a number of steps which could be taken to further stimulate this activity. As was seen in Section 1.1 of the report, peace research encompasses all research which aims to promote a more peaceful society, whether it is undertaken inside or outside of the tertiary education system. While the focus of this chapter is on peace research within the tertiary institutions, consideration will also be given to peace-oriented research activities outside them, as it is believed that these activities should be taken into account in any attempt to stimulate activities at the tertiary level.

In Section 3.2 of the report an overview and analysis of the state of peace research in New Zealand is presented. There are three parts to this section. The first considers peace-oriented research which is being undertaken within the tertiary institutions. In the second, consideration is given to the research activities of various peace groups. The third summarises the attitudes of peace researchers and peace educators about the nature of peace research in New Zealand. Attitudes about the focus of peace research in New Zealand, the way in which peace research should be conducted, and whether New Zealand should have a national centre for peace research are covered. In addition, the problems and constraints for peace research in New Zealand are considered.

In Section 3.3 of the report the issue of a national centre for peace research in New Zealand is discussed. There are three parts to this section. Firstly, a survey is conducted of peace research activities in the Asia-Pacific region. This survey demonstrates a clear need for a national centre for peace research in New Zealand with a focus on the South Pacific region. Secondly, the activities of a number of the better known national centres for peace research are discussed, with particular emphasis on the aims, organisational structure, relationship with government, research and other activities of the centres. Thirdly, some of the main proposals which have been put forward advocating a national centre for peace research in New Zealand are summarised.

Section 3.4 of the report considers the future direction of peace research in New Zealand tertiary institutions. A number of options for stimulating the development of peace research are presented. Finally, in Section 3.5, a list of peace researchers in New Zealand tertiary institutions is given.

3.2 OVERVIEW OF PEACE RESEARCH IN NEW ZEALAND

THE NATURE OF PEACE RESEARCH

Peace research in New Zealand is undertaken both within and outside of the tertiary education system. Peace researchers within tertiary institutions tend to be discipline-based, and are usually seeking to advance the knowledge within their discipline through their research. Thus this research tends to address the concerns of the discipline first, but may also address the concerns of the peace movement. The results of the research are usually presented at academic conferences or published in journals and books, and are not always easily accessible to the general public. Peace researchers outside of the tertiary institutions, typically working in a voluntary or paid capacity for various peace groups, tend to be working on more practical issues which are of direct concern to the peace movement. This research is linked directly to political action. The results of the research are presented at both academic and peace movement conferences, or are published in pamphlets, booklets, media releases, or in the various peace movement publications - such as *PeaceLink*, *Peace Researcher* and *Wellington Pacific Report* - and so are usually more accessible to the general public. The activities of both of these groups of researchers are important. Any attempts to stimulate peace research in New Zealand should take both groups into consideration.

PEACE RESEARCH ACTIVITIES IN TERTIARY INSTITUTIONS

One section of the questionnaire sent to tertiary institutions as part of this survey asked respondents to list any areas of research they were engaged in, or in which they were supervising students, that they considered was relevant to the promotion of a more peaceful society. Based on responses to this questionnaire, a list of academics in tertiary institutions in New Zealand who are conducting peace-oriented research was compiled. This list can be found in Section 3.5 of the report. It is important to note that Section 3.5 is not a complete list of all of peace-oriented research activities in tertiary institutions. Many of those who responded to the teaching section of the questionnaire did not respond to the research section. However, some of these would be conducting research in the same areas in which they teach. Although this list is not complete, two conclusions can be drawn from it. Firstly, there is relatively little peace research being undertaken in tertiary institutions in New Zealand at the moment. Secondly, of the peace research which is being undertaken in tertiary institutions, most is being undertaken in the universities. It is not surprising that most peace-oriented research is being carried out within the universities, as they have traditionally been the only tertiary institution to receive funding for research. With the changes taking place under 'Learning for Life', this may slowly change.

From the list of researchers given in Section 3.5 a number of research themes are evident (1) Security in the Asia-Pacific region. Kevin Clements (University of Canterbury), is conducting research on common security in the Asia-Pacific region. Rod Alley (Victoria University), is conducting research on an alternative conception of security for New Zealand. This includes work on alternative models of security, and on the social conditions which are required for the implementation of alternative security strategies. Wayne Robinson (Waikato University), is

conducting research on theories of non-provocative defence, and the applicability of non-provocative defence strategies to New Zealand and Australia. This includes work on the social conditions necessary to support a non-provocative defence strategy. (2) Conflict and conflict resolution. Kevin Clements is conducting research on the sociology of conflict and conflict resolution, particularly third party mediation at national and international levels. Jacob Bercovitch (University of Canterbury), is conducting research on the resolution of international conflict, particularly the mediation of these conflicts. In addition to this work at the international level, a number of academics are conducting research on conflict resolution at the group and individual levels. Dr Sligo (Massey University), is conducting research in the general area of conflict management. Ian MacDuff (Victoria University), is conducting research on cross-cultural conflict resolution, and on training programmes in negotiation and mediation. Hans Everts (University of Auckland), is conducting research on cross-cultural counselling. (3) Peace Education. Jim Collinge (Victoria University), is conducting research on curriculum issues in peace education. John Buckland (Auckland College of Education), is editing a book on peace education for teachers in New Zealand. Alyn Ware (Waikato University), is conducting research on the nature of peace education and peace studies. Colleen Locke (Christchurch College of Education), is compiling material on peace education in early childhood. (4) Race relations. Paul Spoonley (Massey University), is conducting research on race relations, the media and racism, and right wing racism. Dr M. Mills (Waikato University) is conducting research on Maori and Pakeha concepts of land.

Most of this research is being undertaken by individual academics. It is evident that there is little co-operation or co-ordination between academics who are undertaking peace research in tertiary institutions.¹ Only one attempt has been made so far to co-ordinate peace research activities within the tertiary institutions. This is the recently established Centre for Peace Studies at the University of Auckland.

Centre for Peace Studies

The Centre for Peace Studies was established at the University of Auckland in 1988. The idea for the Centre emerged from a small group within the Physics Department, who were giving more time to peace-oriented research, and who saw a research centre as a way of formalising these activities. This group began canvassing the idea for a research centre around the university, but it soon became clear that there was interest in establishing a centre which encompassed a wider range of activities than just research. Eventually, after a series of planning meetings, a proposal was put forward to establish a peace studies 'centre'.²

The aims of the Centre for Peace Studies are as follows:

- (1) To establish and maintain contact and interchange with similar organisations in other countries (and within New Zealand should these develop), particularly in the Pacific region.

- (2) To act as a resource centre to assist with the research, informational, educational and other needs of groups and sections of the community.
- (3) To carry out research of the highest quality on topics relating to the conditions for establishing and maintaining peace on national, regional and global scales.

The organisational structure of the Centre consists of a Management Committee, a Director and a Deputy Director. The Management Committee meets four times a year, and is responsible for overseeing the activities of the Centre. The Committee consists of the Director, Deputy Director, an elected member of the Centre, and a nominee of the University Research Committee. The Director is responsible for the routine administration of the Centre. Membership to the Centre is available to "any interested persons who are working within the University, or affiliated with it, and who wish to offer their skills to the Centre". The Centre does not employ any researchers. However, the members of the Centre are involved in its work either by undertaking their own research projects through the Centre, or by contributing their skills to research projects undertaken by others.

As a University Centre, the Centre for Peace Studies is ultimately responsible to the Research Committee of the University. This has been the cause of a certain amount of tension, particularly over the public pronouncements of the Centre. The Centre has been criticised by the Research Committee for making public statements about the ANZAC Frigates. This highlights one of the problems that will be faced by peace research centres in universities. While in principle, universities are supposed to operate under the principle of 'academic freedom' and be the 'critics and conscience of society', in practice research which is not seen to be 'objective' is often criticised. Further, with the administration of the whole tertiary education system being centralised under the control of the Ministry of Education, and the increasingly competitive funding climate which these institutions are facing, the effective discharge of academic freedom, if not the principle itself, will be seriously eroded.

The Centre for Peace Studies receives no funding from the university. However, it did receive a small grant from PACDAC to help with its establishment. At the moment the Centre is operated out of the office of its Director, Robert White, and does not have any facilities. Apart from the research activities of a number of academics associated with the Centre, its main activity at the moment is the presentation of talks on various issues at regular meetings, and the publication of fact sheets and working papers. Two *Pacific Issues Fact Sheets* have been published, one on security in the Pacific, and the other on Fiji. A *Huxley Paper* on the 'Neither Confirm nor Deny Policy' by Robert White will be published shortly. Ultimately, the Centre plans to become involved with teaching peace studies courses within the university.

A number of those associated with the Centre are actively conducting research. Robert White is conducting research on naval arms control in the Pacific, and on nuclear ship visits and the 'Neither Confirm nor Deny' policy. Peter Wills (Physics), is conducting research on nuclear and other weapons systems, and aspects of global strategic affairs relevant to New Zealand's role in

the Pacific. Associate Professor Steve Hoadley (Political Studies), is conducting research on foreign affairs, and foreign and defence policy making. Pam Oliver and Kris Ferranto, postgraduate students in the Psychology Department, are conducting research on attitudes towards nuclear war among young New Zealanders. Fred Kroon (Philosophy), is conducting research on the morality of nuclear deterrence, especially as it applies to the New Zealand situation. Reimke Ensing (English), is compiling an anthology of peace prose.

PEACE RESEARCH OUTSIDE THE TERTIARY INSTITUTIONS

In addition to the peace research which is being undertaken within the tertiary institutions, important research is being undertaken by a number of organisations which are part of the peace movement. Two organisations which have been active in research are Peace Movement Aotearoa, and the New Zealand Foundation for Peace Studies.

Peace Movement Aotearoa

Peace Movement Aotearoa (PMA) began as a small peace collective in Dunedin in 1981. However, in 1983 PMA moved to Wellington where it is now based. It is a non-hierarchical collective funded by membership subscriptions, and currently employs two staff - one researcher for 20 hours a week and one office organiser for 30 hours a week. The aim of Peace Movement Aotearoa is "to work in Aotearoa (New Zealand), in the Pacific region and globally towards world peace, co-operation and disarmament by:

- * Improving communication among groups and individuals
- * Helping to coordinate peace campaigns
- * Informing and educating people on peace issues and the peace movement.
- * Encouraging analysis and research for the peace movement."³

Peace Movement Aotearoa has conducted research into areas such as Tangiwhaana, militarisation of the Pacific, alternatives to ANZUS, and alternatives to current defence strategies. Until recently two researchers worked out of PMA's Wellington office: internationally known peace researcher Owen Wilkes, and Nicky Hager. Owen Wilkes (who was PMA's researcher, but stopped working for PMA at the end of 1989), conducts research on the militarization and nuclearization of the South Pacific region. One aspect of this work is to describe the military facilities and hardware that are employed in the South Pacific region. Another aspect of this work is research on the possibility of covert intervention in South Pacific politics, particularly by the CIA. Currently, Wilkes is working on a history of US warship visits to New Zealand, and United States military activities in New Zealand. Owen Wilkes also publishes the *Wellington Pacific Report*. Nicky Hager conducts research on New Zealand's defence strategies, defence spending, and alternative defence strategies. He is also conducting research into the activities of the New Zealand Government Communications Security Bureau. Hager has not been funded by PMA, but received a grant through PACDAC in 1989 to support his work.⁴

In addition to its research activities Peace Movement Aotearoa plays an important role in networking with the many peace groups in New Zealand. PMA publishes a number of pamphlets and booklets, such as the background paper on the ANZAC Frigates.⁵ It also supplies information to the news media, government and political organisations, as well as to peace groups and interested individuals.

New Zealand Foundation for Peace Studies

The New Zealand Foundation for Peace Studies (Inc) (NZFPS) is a non-partisan organisation which was established in 1975. A number of the founding group were members of the Society of Friends, and had followed the establishment of a Chair of Peace Studies at the University of Bradford in Britain with interest. One of the original aims of the Foundation was to sponsor a Chair of Peace Studies at a New Zealand university. However, due to the enormous costs involved in this enterprise, it proved to be an unreal ambition. Nonetheless, from the beginning the Foundation concentrated on providing resources and stimulus for peace education at all levels of the education system, as well as servicing community groups. Peace was seen by the Foundation to be more than a matter of nuclear disarmament. It was recognised that the study of the causes and constructive resolution of all conflict was as important as disarmament. The Foundation has, for example, been involved in work on violence in the media.⁶

The Foundation rents two small rooms in the Civic Trust Building near the University of Auckland. It employs one full-time secretary and two part-time workers, but relies on the efforts of voluntary workers as well. The Foundation is financed mainly through subscriptions and donations from its members, and through fund-raising activities. In addition to this it has received a regular grant from a Quaker Trust, and a number of substantial gifts. In 1988 the Foundation received a substantial grant from the Public Advisory Committee on Disarmament and Arms Control.

An Annual General Meeting of the Foundation is held to elect a Council, (including a President, Vice-President, and Treasurer), and a number of Regional Representatives. The Council, once elected co-opts representatives from various tertiary institutions and a number of the professional peace groups, such as IPPNW and SANA.⁷ It meets monthly throughout the year to oversee the running of the Foundation. There are three Regional Representatives of the Foundation located in Hamilton, Wellington and Christchurch, who act as spokespersons for the Foundation. In addition there are a number of Field Officers in various locations around the country, such as Christchurch, Hamilton, Whangarei, Nelson and Timaru. The Field Officers are appointed by the Council, and work on an 'expenses only' basis to promote the activities of the Foundation throughout New Zealand. Katie Boanas serves as both a Regional Representative and Field Officer for the Foundation in Christchurch, and operates the South Island Office of the Foundation out of her home. Boanas has coordinated the activities of the Foundation in the South Island for the last seven years, and played an important role in providing activists, academics, students and politicians with research material gathered from around the world.

The Foundation is engaged in a range of activities, but its most important function is as an educational resource centre for educators and students. It provides books, teaching units, films, videos, displays, and audio tapes to peace educators and students at all levels of the education system. The Foundation has produced and published a number of its own resource books on peace education. These include *Learning Peaceful Relationships* (1979), for teachers at the primary and intermediate levels, and *Extending Peaceful Relationships* (1980), for teachers at the secondary level. The Foundation also publishes the *Peace Diary and Directory*, and books and pamphlets on various issues. In addition to its publishing activities the Foundation organises speaking tours for overseas visitors, seminars on various issues, an annual Peace Lecture, and since 1984, the New Zealand Media Peace Awards. It also provides information to MPs, and maintains regular contact with likeminded organisations in New Zealand and overseas.

Towards the end of 1984 the Foundation devised a plan to expand its activities even further, and become essentially an independent peace research institute. Under the plan, both the staff and resources of the Foundation would be expanded. There would now be a full-time staff of 5 including a Director, a Field Officer, a Researcher, an Administrative Secretary, and a Receptionist/Typist. This expansion was to require \$30,000 in capital expenses and a further \$120,000 annually to cover operating costs. The activities of the Foundation would be expanded to include research into militarism and the arms race, research on violence and audiovisual media, research on ways in which violence is structured into law enforcement, the development of audio visual resources on ways of dealing with violence in families, monitoring the media, and the training of social conciliators. To date, this expansion has not taken place.⁸

Other Research

In addition to PMA and the NZFPS there are a number of other organisations and individuals who are actively engaged in peace research. Many of these are located in the Canterbury region. John Gallagher and Larry Ross of the New Zealand Nuclear-Free Peacemaking Association (Christchurch), conduct research on 'positive neutrality' for New Zealand. June Gregg (Timaru), conducts research in the general area of militarization of the Asia-Pacific region, particularly the conventional arms trade and the build-up in conventional weapons, and non-offensive defence. Gregg is a member of the Defence Alternatives Study Group, a group of about five researchers who are working in the area of non-offensive defence strategies for New Zealand. This group also includes Douge Craig, Warren Thompson, Chris King and Peter Winsley. A number of researchers publish the results of their research in the *Peace Researcher* newsletter which comes out of Lincoln University. In particular, Bob Leonard and Warren Thompson conduct research on US bases and military activities in New Zealand. Elsie Locke (Christchurch), is researching and writing about the history of the peace movement in New Zealand. Other organisations which are active in research in the Canterbury region are Citizens for the Demilitarisation of Harewood (Christchurch), which conducts research on US Air Force and Navy operations at the Christchurch Airport Deep Freeze base, the Campaign Against Foreign Control in New Zealand (Christchurch), and Epicentre (Christchurch).⁹

In addition to the researchers in the Canterbury region a number of individuals and organisations are active in peace-oriented research: Kevin Hackwell and others at Just Defence (Wellington), and Limit - a group of Wellington women, which have conducted important research on military spending priorities and the ANZAC Frigates; the Pacific Institute for Resource Management (Wellington), which conducts research on global environmental and nuclear issues, and publishes *Pacific Focus*; the Peace and Justice Forum (Wellington) which has published material on alternative defence policies for New Zealand; Jacqui Barrington of Greenpeace (Auckland), Maire Leadbeater of the Campaign for Nuclear Disarmament (Auckland); Jim Chapple; and May Bass (Hamilton).¹⁰

Research is also undertaken by a number of Maori and Pacific Island groups. The Pacific People's Anti-Nuclear Action Committee (PPANAC) collects material from around the Pacific on nuclear and independence issues and shares it within the Maori community, and also with Pakeha groups educating others about these issues from a Maori perspective. The Pacific Concerns Resource Centre (Auckland) is involved with the Nuclear Free and Independent Pacific Movement and conducts research in the areas of land rights, sovereignty, decolonisation, economic development, militarisation, the nuclear industry, peace and justice, and human rights, focussing primarily on the Pacific region. The Centre publishes the *Pacific News Bulletin*.¹¹

June Gregg has described the work of these individuals as 'second tier' research. Taking the research which is produced on the 'first tier', they write it up and publish it in a form which is much more accessible to the general public. They are providing well researched documents and articles to peace activists and to students studying within the tertiary institutions. Many of these people receive no financial support for their research activities, and undertake their research in addition to full-time jobs. Many have postgraduate qualifications. June Gregg has pointed out that these second tier researchers are producing innovative ideas, especially in the area of alternative defence, which are not gaining currency outside of New Zealand, because they are not published by a tertiary institution or a research centre. Also, because of limited funds these researchers cannot afford to travel to conferences overseas. With funding, better facilities, and the opportunity to work in and publish through a centre for peace research, these people could make a much more effective contribution to peace research.

SUMMARY

There is relatively little in the way of peace research being undertaken in tertiary institutions in New Zealand at the moment. Peace research within the tertiary institutions is being matched by important research being undertaken by a number of individuals and organisations. Any plan to stimulate peace research in New Zealand needs to take into consideration peace research that is being undertaken both within and outside of the tertiary institutions. If funding is to be increased to peace researchers within the tertiary institutions, this should not be at the expense of researchers outside of the tertiary institutions. If a national centre for peace research is to be

established, this should serve to support and facilitate the activities of all peace researchers. Also, attempts should be made to bring the two groups of researchers into contact with each other.

It is evident that more work needs to be done to map the state of peace research in New Zealand. A data base of all peace researchers in New Zealand which contained details of past and present research projects and publications arising from the research would be very useful. If such a data base were to be set up on computer, it could be easily updated and easily searched. It would provide a very useful resource to all peace researchers in New Zealand. The existing data base at the Centre for Peace and Conflict Studies at the University of Sydney could provide a possible model for emulation.

ATTITUDES ABOUT PEACE RESEARCH IN NEW ZEALAND

The Focus of Peace Research in New Zealand

Most of those interviewed stressed the need for peace research in New Zealand to have a focus on the Asia-Pacific region. A number of themes emerged from the many suggestions which were made about areas which required more research:

(1) Security in the Asia-Pacific region

- the concept of security, especially the non-military aspects of security.
- non-military threats to security, for example, racial and environmental issues, and underdevelopment.
- the concept of common security in the Asia-Pacific region.
- alternative defence strategies for the Asia-Pacific region, and the social conditions necessary for implementing such strategies.

(2) New Zealand as a peacemaking nation

- the role which New Zealand could play in promoting international co-operation.
- the role New Zealand could play in conflict resolution and mediation, especially in the Asia-Pacific region.

(3) Conflict and conflict resolution at community and national levels

- racism and sexism.
- Treaty of Waitangi and the just and peaceful resolution of conflicts arising from the Treaty.
- the causes of violence, including racial violence and violence against women.
- the role of the media in promoting violence.
- mediation of community conflict.

(4) Peace Education

- development of curriculum materials for use in schools.
- teaching methodologies for peace education.
- the role of school structures and dynamics in promoting conflict.
- conflict resolution within schools.

(5) Environmental and resource issues in the Asia-Pacific region

- the implications of global environmental issues for security and conflict.
- the implications of resource issues for security and conflict.

(6) Militarization of the Asia-Pacific region

- nuclear weapons testing in the Pacific.
- naval arms control in the Pacific.
- demilitarization and denuclearization of the Pacific.
- conventional arms build-up and arms trade in the Pacific.

How Peace Research Should be Conducted

Most of those who were conducting peace research in tertiary institutions saw it as being little different from other academic research in the social sciences or humanities. Only the subject of research was different. They would decide the topic which was to be researched, and would conduct the research with little or no co-operation from other academics. The results of the research would be written up as papers to be presented at conferences or published as journal articles or in books. Criticism of this traditional academic mode of research has come from several quarters. Advocates of 'participatory research' argue that academics should seek to empower oppressed people through their research. Peace activists argue that academics should address the concerns of the peace movement, and make the results of their research available in a form which is easily accessible. Women activists have criticised the 'white male system' in which most peace research is conducted, and argue that peace research needs to address the concerns of women and indigenous peoples, and allow them to participate in peace research in a meaningful way.

Dell Small has pointed out that academic researchers "generally treat knowledge like a product which they produce for their survival: they 'mine' ideas and information and package it for consumption in books and journals".¹² This research ethic is encouraged and reinforced by an increasingly competitive tertiary system. As Brigit Brocke-Utne has observed: "Our institutions are hierarchies where we compete for academic glory, promotions, better pay, bigger offices, and publication in high-ranking journals. Co-operation between university teachers within institutions and across institutes and faculties is actively discouraged. There is little true sharing, since everyone is competing against everyone else and guarding insights and ideas lest they be stolen. Such an atmosphere breeds distrust".¹³

In traditional academic research the researcher controls the entire research process - what is researched, the theoretical framework used, how research is conducted, how the results are published - and people are treated as objects of the research. Stress is usually placed on the objectivity and value neutrality of the research. In 'participatory research' this research methodology is reversed. One of the aims is to empower groups of oppressed people through the research, providing them with skills and knowledge which might help to overcome their oppression. Thus, a participatory research problem is usually one which has been identified by a group of oppressed people. Dell Small has summarised the methodology typically employed in participatory research:

Once the knowledge is generated, it belongs to that group and they will decide according to their interests how best that knowledge will be used: it may be acted upon or not, it may be

published or not. The researcher plays the role of facilitator, contributes any published source material which may be needed, and supplies a theoretical perspective. The analysis is a combined effort.¹⁴

This mode of research is increasingly coming to be adopted by feminist researchers in the western world. Further, it has been pointed out that Maori researchers have a style of working that is closely related to the method of participatory research.¹⁵

Women peace activists, pointing to the exclusive nature of the 'white male system' in which most peace research is conducted, have called for the breaking down of the structures which tend to exclude the participation of women and indigenous people from peace research. A paper presented to a conference on 'Peace and Security Issues in Oceania', organised by the United Nations University in Auckland in 1986, criticised the way in which conferences were structured to exclude the participation of women and indigenous peoples:

How much longer must indigenous people and women continue to bash their heads against the brick wall of planning and structures that exclude their participation? How long must we continue to be seen as disruptive because we ask to be heard? We are not asking for the tokenism of time slots or representation on planning committees with closed ideas on how conferences should be run. We are asking for radical changes which allow space for us to participate in ways that are real for us, not just to be heard and judged on white male terms. When will it be realised, for example, that many of us are excluded from conferences because no provision is made for childcare either in the form of facilities at the conference, or of financial provision for childcare at home? There is a very fine line between careless oversight and active exclusion by that oversight.¹⁶

While this criticism is aimed mainly at the role of conferences, an important way in which academic research is disseminated, it is easily expanded to the wider practice of peace research as a whole. Women are calling for structural changes to be made to the practice of peace research so that it is non-hierarchical, and more democratic and co-operative.

If peace research is to be stimulated in New Zealand, these criticisms of traditional academic peace research need to be addressed. The methods of participatory research may not be applicable to all peace research. However, many local peace issues, and peace issues of concern in the Asia-Pacific region involve groups of oppressed people. If a national centre for peace research is to be established, the structure and activities of the centre should allow for the active participation of women and indigenous peoples.

A National Centre for Peace Research?

There was strong support for a government-funded national centre for peace research in New Zealand amongst peace researchers and peace educators. There was general agreement that such a centre would best be located in Wellington, and have a focus on the Asia-Pacific region. Further, most people thought that it would be best if such a centre was independent of government interference.

While there was strong support for a national centre for peace research, there was little agreement about the form such a centre should take, and the particular functions it should have. A number of different models were suggested for a national peace research centre. Firstly, a number of people supported the idea of a Commission for Peace, similar to the Commission for the Environment. This would be essentially a government organisation, responsible to a Minister. While such a commission would conduct some of its own research, it would function largely to provide research grants to other groups and individuals. The idea of a Commission for Peace is discussed in more detail in Section 3.3.

Most support was received for the idea of setting up a peace research centre as a department within a university, or as a university research centre. There were several reasons given for this. Firstly, by setting up within a university, the centre would best be able to ensure its independence. Secondly, such a centre would be able to make use of library, computer and other facilities available at the university. Thirdly, such a centre would be involved in teaching peace studies courses at the tertiary level and supporting postgraduate research. There was a general feeling that in the present climate within the tertiary institutions, university administrations would be more likely to support the setting up of a peace research centre, rather than a peace studies department.

A third model was to have a peace research institute that was independent from government interference and set up outside of the tertiary system. The Stockholm International Peace Research Institute (SIPRI) was usually cited as the best example of this. The structure and activities of SIPRI are discussed in Section 3.3.

While most people thought that Wellington would be the best location for a national centre for peace research, a few thought that the activities of the centre should be decentralised to a certain extent. One possibility was to have the main research centre based in Wellington, and to have two or three other centres throughout New Zealand. Rather than research, these other centres would concentrate more on providing resources and facilities for peace education and peace research. The advantage of a decentralised structure for a national peace research centre is that the resources and activities of the centre would be available to a greater range of people throughout New Zealand.¹⁷

PROBLEMS AND CONSTRAINTS FOR PEACE RESEARCH IN NEW ZEALAND

Funding

Only limited funding is available within the universities for peace research. The two main sources of funding for peace-oriented research which were cited were small internal grants from the universities, mainly for travel, and the Social Science Research Fund (SSRF). Only one of those interviewed obtained funding from the United States for their research. Little attempt seems to have been made to obtain funding from foundations within New Zealand or overseas.

Most of those interviewed expressed a desire to see more money made available for travel overseas to attend conferences or conduct research, and to bring researchers from overseas to New Zealand. One problem with increasing the amount of money available for travel overseas is that many of the academics who are engaged in peace research do not seem to be good at networking or sharing information. This is partly a result of the competitive nature of all academic research, but it has been suggested that it is also because most peace researchers are male. If funds for travel are to be increased, then it will be necessary to encourage networking and the sharing of information by those who receive the funds. One way to accomplish this would be to require those receiving funding to prepare easily digestible reports for circulation to other peace researchers and peace groups, and for publication in *PeaceLink*.

Most of the academics interviewed felt that lack of time was an important constraint upon their research activities. Much of their time was devoted to teaching and administration. In addition to increasing funds for travel, more funds are required to support sustained full-time research.

Resources

Most academics conducting peace research made use of the library facilities available within the universities. Organisations and individuals in other countries provided a valuable source of material for some researchers.

A number of gaps were identified in the resources available to conduct research. Firstly, it was felt that more resources were required on peace issues in the Pacific. This was partly a problem of access to existing materials, and partly because more materials were needed. Secondly, it was felt that increased access to New Zealand government documents was important, particularly in the areas of defence and foreign affairs. Thirdly, it was felt that more access to defence and foreign affairs documents of other governments was required.

These resource problems could be partly overcome through the expansion of the holdings of the National Library or a university library, or by the establishment of a special resource centre - for example, at a national centre for peace research. Also, by funding travel overseas, researchers could gather materials from foreign sources.

Contacts and Links

Contacts and links between people involved in peace research were poor. Many complained of the lack of contact that was available between people with similar research interests in New Zealand. This was partly because of a lack of knowledge about the areas in which other people were conducting research, and partly because there are relatively few people conducting peace research in New Zealand at the moment. Most people thought that some form of network or peace research/studies association was needed to keep people in contact.

3.3 A NATIONAL CENTRE FOR PEACE RESEARCH IN NEW ZEALAND?

PEACE RESEARCH CENTRES IN THE ASIA-PACIFIC REGION

A list of university-based or government funded peace and security research centres in the Asia-Pacific region can be found in Appendix 3. At present there are at least twenty eight such centres within this region: five in Australia; four in China; two in Indonesia; five in Japan; three in South Korea; one in Malaysia; one in New Zealand; one in Singapore; one in Thailand; three in the Philippines; one in Hawaii (United States); and two in Vietnam. Although this would seem to be quite a large number of research centres it is important to note that most of these centres are researching security from a military viewpoint, and most of them are located in the North Pacific region. Thus, the research activities of many of these centres are focussed on security issues in the North Pacific.

There are about seven government funded or university-based research centres in the South Pacific which are conducting research on peace and security issues. There are five research centres in Australia: the Peace Research Centre at the Australian National University (ANU), the Strategic and Defence Studies Centre at ANU, the Institute for Peace Research at La Trobe University, the Centre for Peace and Conflict Studies at the University of Sydney, and the Trinity Peace Research Institute in Perth. Of these, the Institute for Peace Research, the Centre for Peace and Conflict Studies and the Trinity Peace Research Institute are fairly new and their research activities are, at present, fairly low key. The Strategic and Defence Studies Centre, while active in research, has essentially a military orientation. The Peace Research Centre at ANU is the most significant peace research centre in the South Pacific at the moment. The recent review of the Peace Research Centre's activities claimed that it is "the only research group of its type in the Southern Hemisphere and almost the only one in the Asia Pacific Islands region".¹⁸ Its research interests focus mainly on peace and security issues of concern to Australia, arms control and confidence building in the North Pacific, nuclear non-proliferation, and the monitoring of nuclear explosions. In New Zealand there is the Centre for Peace Studies at the University of Auckland. The main research being conducted through this centre at the moment deals with naval arms control in the Pacific.

If a national centre for peace research is to be set up in New Zealand, it is important firstly that there is a need for such a centre, and secondly that it does not duplicate the activities of other centres within the region. It would seem that there is an important need for a peace research centre which has a focus on the South Pacific region. This has been suggested by the Peace Research Centre review, and is evident from the activities of the existing research centres listed in Appendix 3. Also, as A. Groom has pointed out in a memorandum concerning the establishment of a peace research centre in New Zealand, the: "South Pacific is an area where international and inter-communal conflicts and disputes abound and in which New Zealand has a great interest."¹⁹

While the Peace Research Centre at ANU may be the only centre of its kind in the South Pacific the review of the Centre has highlighted a number of areas which it is not adequately addressing. These include "research into the causes of regional conflict, including the assessment of the political, social and cultural factors underlying those conflicts", and "issues of gender and race relations as a basis of conflict within societies". Groom claims that "there is a gap in both policy-oriented and basic research of an international character" in the area of negotiation, and further, that work on negotiation in the South Pacific would excite international interest as it would have more than a regional relevance. Thus, there would seem to be a need for a peace research centre which adopted a broad approach to the study of conflict within the South Pacific region, and to the resolution of this conflict.²⁰

PEACE RESEARCH CENTRES OVERSEAS

There are many centres and institutes in the world which are conducting research in the area of peace and security. Some of these are national centres which are funded by government, some are centres within universities which may or may not be funded directly by government, and some are independent research centres. It would be difficult to review the activities of all of these centres. It is assumed that if a major centre for peace research is to be established in New Zealand, it will be a national centre which is funded mainly by the government. Thus, in this section the activities of a number of the better known national centres for peace research are discussed. Particular attention is paid to the aims, organisational structure, relationship with government, research and other activities of these centres.

Stockholm International Peace Research Institute - Sweden

In 1964 former prime minister Tage Erlander proposed the idea of a peace research institute to commemorate 150 years of unbroken peace in Sweden. Following a Royal Commission, chaired by Alva Myrdal the Swedish Ambassador for Disarmament, the Stockholm International Peace Research Institute (SIPRI) was established in 1966. The purpose of the Institute is "to conduct scientific research on questions of conflict and co-operation of importance for international peace and security, with the aim of contributing to an understanding of the conditions for peaceful solutions of international conflict and for a stable peace". The Institute has a staff of over 50 people, about half of whom are researchers or research assistants. The researchers are recruited from different geographical regions, and different political and economic systems, and represent various academic disciplines. The research staff is usually recruited to work on specific projects. In addition to its full-time staff, the Institute also hosts guest researchers.²¹

SIPRI is almost entirely funded by grants from the Swedish Parliament. In addition to this it seeks funds from other sources to support its research programme when required. Research projects at SIPRI are currently supported by grants from the Ford Foundation, the John D. and Catherine T. MacArthur Foundation, and the Volkswagen-Stiftung für die Deutsche Wissenschaft. Its budget for fiscal year 1989/90 amounted to 19 million Swedish Crowns, of which 17 million was a grant from the Swedish Parliament.

SIPRI's organisational structure consists of a Governing Board, a Scientific Council, a Director and Deputy Director, a Research Staff Collegium, and administrative staff. The Governing Board determines the activities, organisation and financial administration of the Institute. It is comprised of eight members (including the Director). The members of the Board are mainly academics, diplomats or politicians and are currently drawn from seven different countries, both East and West. The Scientific Council, which meets only once every five years, is comprised of 24 members, largely academics, from East and West, and from the Third World. The Director and Deputy Director are responsible for the day to day running of the Institute. The Director is appointed by the Swedish Government for a term of 5 years, after candidates have been nominated by the Governing Board, the Scientific Council, the Research Staff Collegium and the Staff Unions. Similarly, the Deputy Director is appointed by the government after candidates have been nominated by the Governing Board and Staff Unions. All other staff appointments are made by the Institute. The Research Staff Collegium advises the Director on research matters.

The research programme at SIPRI over the years 1989 to 1991 has five main areas of focus. (1) European Security and Arms Control: Europe after an American withdrawal; the debate in Europe about Europe; military, economic and political capabilities in Europe; European security - opportunities for change; conventional arms control in Europe - the verification problem; Soviet arms control proposals. (2) Military technology and arms control: security without nuclear weapons; nuclear explosions; multilateral arms control efforts; naval forces and arms control; Non-Proliferation Treaty. (3) Military expenditure and development in the third world: documentation and analysis of global military expenditure; military expenditure, the debt crisis and the impact on social development. (4) Chemical and biological warfare: documentation, verification of a chemical weapons convention; (5) Arms trade and production: documentation, the naval arms trade; arms trade regulations; armaments procurement in Western Europe.

The research undertaken at SIPRI is published in the form of books, reports, brochures and press releases, which are made available to a wide range of policy-makers, researchers, journalists, organisations and the interested public. The main publication is the annual *SIPRI Yearbook: Arms Armaments and Disarmament*, although books on particular topics are also published. Symposia and project-related conferences are also arranged at SIPRI in order to bring a wide range of expertise and to encourage the exchange views on subjects studied at the Institute. SIPRI has a library with 15,000 volumes, 350 current journals and 25 newspapers. Acquisitions are made by purchase, exchange and donation. The library facilities are made available to visiting researchers by arrangement.

Peace Research Institute Oslo - Norway

The Peace Research Institute Oslo (PRIO) was founded in 1959 as a department of the Institute for Social Research in Oslo. It became an independent research institute in 1966. The driving force behind the establishment of the Institute was Johan Galtung, who served as its Director for many years. PRIO is an international research institute which has a mandate "to engage in

research concerning the conditions for peaceful relations between nations, groups and individuals". It is independent of ideological, political and national interests. The Institute is free to choose its research projects, and the results of its research are made available to the public. PRIO has a staff of 21, including a research staff of 13, an administrative staff of 3, an editorial staff of 3, a librarian and an information officer. A number of guest researchers, students and conscientious objectors also work at the Institute. ²²

About half of PRIO's funding is by appropriations from the Norwegian Ministry for Culture and Science. The other half comes from research endowments and contract research, for example from the United Nations. The PRIO budget for 1989 was approximately NOK 12 million.

The organisational structure of PRIO consists of a Board, the Institute Director and Administrative Director, and the Institute Council. The Board has a total of 8 members, most of whom are academics. It consists of two representatives appointed by the Institute for Social Research, one appointed by the University of Oslo, one by the Norwegian Council for Research and the Humanities, one by the Nordic Committee on International Politics, one member of the PRIO staff, the Director and the Administrative Director. The Board decides the main directions of research, whereas the day to day responsibilities lie with the Director. The Institute Director is elected by the Institute Council for a period of 3 years and is responsible for research policy and planning and for providing guidance and leadership in research. The Institute Council consists of all permanent and non-permanent researchers employed for more than six months, one representative from each of the administrative staff, conscientious objectors and students, and the Director and Administrative Director. It is a consultative body for the Board and the Director. The staff at PRIO are jointly responsible for the Institute's operation and share administrative and other common responsibilities. As far as possible, research work is organised on an interdisciplinary and collective basis, and takes place within the framework established by the governing bodies.

The research plan at PRIO for 1987 to 1989 had a focus on three main areas. (1) Conflict theory and the study of ethnic conflicts. This included case studies of conflicts in a number of third world countries: Sri Lanka; Uganda; Southern Africa; Nicaragua; and Indo-China. Work was also undertaken on the role of Non-State actors in the resolution of conflicts. (2) Security and disarmament studies: arms control at sea - Northern European and Arctic waters; economics of military spending; alternative security policies in the third world; Norwegian and Nordic security politics; CCOM - strategic export controls. (3) Military Activities and the Human Environment: conventional war and the human environment; environmental protection and regional security; resources, environment and conflict in Central America.

PRIO makes the results of its research available to researchers, politicians, journalists, teachers, diplomats, organisations and individuals through the publication of books and journal articles. It puts out three main publications: the *Journal of Peace Research*, the *Bulletin of Peace Prospects*,

and the PRIO Book Series. It has a specialist research library which holds some 14,000 volumes and receives 350 different periodicals. The library has a computerised catalogue and carries out searches in international data bases. It is open to the public every Tuesday.

United States Institute of Peace

The United States Institute of Peace (USIP) was established in 1986 by an Act of the US Congress. The Institute was directed by Congress to "explore the broadest possible agenda, from basic questions of peace and war to the dissection of specific conflicts and possible approaches toward their resolution without violence, ... to strengthen the nation's capacity to promote peace." The Institute seeks to accomplish this mandate in three main ways. Firstly, by funding research which represents the "widest spectrum of approaches on these questions, and eliciting personal reflections of practitioners of statecraft and international negotiations". In funding research the Institute has been directed explicitly to be independent of control by any particular discipline, methodology, belief, cause, religion or group. The Act states that no "political test or political qualification" may be used in selecting, appointing or promoting Institute employees or the recipients of funds. Secondly, by disseminating the results of the research to officials, policy makers, diplomats, and other practitioners in the United States and overseas. Thirdly, by "supporting education and teaching programmes and by providing information to the general public". USIP is a federal institution, wholly funded by the US Congress as an independent, non-profit corporation. In FY 1989 it received a grant of US\$10 million from Congress.²³

The organisational structure of USIP consists of a Board of Directors, a Chief Executive Officer, research and administrative staff. The 15-member Board of Directors is appointed by the US President with the advice and consent of the Senate. The Board is bipartisan, and cannot contain any more than eight people from the same political party. The Board consists of the Secretaries of State and Defense, the Director of the Arms Control and Disarmament Agency, the President of the National Defense University (or their designees), and eleven public members drawn from outside the federal government. The public members are largely academics, but include former diplomats, directors of foundations and societies, lawyers and theologians. The Institute is managed by a President, who is the Chief Executive Officer of the corporation and serves as a non-voting member of the Board. The President and all other employees of the Institute are appointed by the Board.

Although the Governing Board of the Institute has been set up so that it is bipartisan, this is no guarantee that it is not ideologically biased. In the United States Democrats can be just as hawkish on foreign policy issues as Republicans. In 1987 (under the Reagan Administration), in addition to the four government appointments, the Board included representatives from the Hoover Foundation and the Heritage Foundation. All of these would have been committed to an ideology of peace through strength.

Three Research programmes are conducted by USIP, two external and the other in-house. Firstly, the Grants Programme provides funds to non-profit organisations, official public institutions and individuals in the United States or in other countries. Both unsolicited grants, and solicited grants for research on particular themes are made. Areas of research which are currently being funded under this programme are: the role of third party negotiations in the resolution of regional conflicts; religious and ethical questions of war and peace, the use of non-violent sanctions in confronting political violence; global security in the nuclear age; and the relationship between domestic political systems and the aggressive use of force. Secondly, through the Jennings Randolph Program for International Peace academics, statespersons and diplomats are funded to undertake projects examining the nature of violent international conflict and the range of ways in which it may be peacefully resolved. Thirdly, under the Research and Studies Program projects which are designed and directed by the Institute are undertaken, possibly with the use of contract researchers. This programme also includes the funding of working-group projects, studies and public workshops. The results of this programme are published as articles, monographs and books.

Two other programmes are funded by the Institute. The Jeannett Rankin Library Program, supports the development of library facilities at the Institute, including bibliographic and data-base resources. In addition the programme aims to expand the nation's information resources on issues of peace and international conflict management. The Education and Public Information Program seeks to increase public awareness of issues of war and peace through educational outreach, publications, and television and other media projects. In addition it aims to provide information and training for educators and practitioners. An annual National Peace Essay Contest for high school students is also run.

Canadian Institute for International Peace and Security

The Canadian Institute for International Peace and Security (CIIPS), was established in 1984 by an Act of parliament. Under this Act, the Institute was given a mandate to "increase knowledge and understanding of the issues relating to international peace and security from a Canadian perspective, with particular emphasis on arms control, disarmament, defence and conflict resolution, and to:

- a) foster, fund and conduct research on matters relating to international peace and security;
- b) promote scholarship in matters relating to international peace and security;
- c) study and propose ideas and policies for the enhancement of international peace and security;
- d) collect and disseminate information on, and encourage public discussion of issues of international peace and security.

The Institute has a staff of 44, which includes 11 researchers, 9 staff working on public programmes, and 7 staff working on information services. It is funded by a parliamentary appropriation, which in 1989 amounted to \$C5 million. Of this grant approximately \$C1 million

went to each of: research; responsive grants, awards and scholarships; and to public programmes.²⁴

The Institute is administered by a Board of Directors, and the day to day activities by a Chief Executive Officer. The Board of Directors is comprised of 17 people, including the Chief Executive Officer and includes representatives from academia, various organisations (including peace groups and unions), and three people from other countries. Nominations for the Board of Directors are made to the Governor in Council by the Canadian government, in consultation with the Opposition parties and with non-governmental organisations.

The research programme of the Institute has five main areas of focus. (1) East-West relations: US-Soviet strategic relationships and Soviet foreign policy; Canada-Soviet relations. (2) Canadian Defence policy: Canadian peacemaking activities in Cyprus; alternative Canadian defence policies; aspects of maritime defence; continental air defence. (3) The future of the Western Alliance: history of Canadian policy in NATO, European security, NATO and Canada. (4) Arms Control and Disarmament: the allies and arms control; conventional force reductions in Europe; (5) Conflict Resolution: Southern Africa; Central America; Middle East; Southeast Asia; Cyprus; Cambodia; the escalation and mediation of international conflicts; aid and peacemaking. In addition to this, research projects on: Arctic security; security of the Pacific region; strategic developments in South Asia and the Indian Ocean; environmental aspects of national and international security; and disarmament and development are also being undertaken.

The Institute runs an extensive public programme, through publications, the various media, work with teachers and students, speaking engagements, seminars and workshops, and joint projects and partnerships with external organisations. A large number of publications emanate from the Institute: *The Guide to Canadian Policies on Arms Control, Disarmament, Defence and Conflict Resolution*, *The Tarbush Handbook on Peace and Security*, *Occasional Papers*, *Background Papers*, *Points of View*, *Working Papers*, *Forbes*, and *Peace and Security Magazine*. A number of these publications are designed specifically for the general public. The Institute has seven information staff working in a library. It also provides grants to public libraries to enable them to purchase literature in the areas of peace and security.

The Peace Research Centre - Australia

In 1982 Dr T. Miller, then Head of the Strategic and Defence Studies Centre at the Australian National University (ANU), held discussions with the members of the (then) Department of Foreign Affairs on the possibility of the Department funding research on peace and arms control within the Centre. This was seen as a way of addressing the commitment in the Australian Labor Party's platform to establish a 'Peace and Development Institute'. This funding did not eventuate. However, in 1983 the Minister of Foreign Affairs raised the possibility of the government funding a separate 'Centre for Peace Studies' at ANU, and invited the university to develop a proposal. The university set up an *ad hoc* committee to draw up a draft plan for such a Centre. A

plan for a Peace Research Centre to be located in the Research School of Pacific Studies, was approved by the University Council in late 1983. Following Council approval, negotiations took place between the University and the Department of Foreign Affairs, and funding levels over a seven year period were agreed to in early 1984.²⁵ On 3 July 1984 the Vice-Chancellor and the Minister signed the 'Memorandum of Arrangements' which formally established the Centre. This memorandum made it clear that the Centre would operate "under normal university procedure in relation to staff appointments, selection of research themes and other activities". Mr Andrew Mack was appointed Senior Research Fellow and Head of the Centre, and took up this position in July 1985.²⁶

Under the 'Memorandum of Arrangements' the Centre has been given an explicit mandate:

- (i) to carry out high quality research on topics relating to the conditions for establishing and maintaining peace on national, regional and global scales;
- (ii) to provide training in research in this field.

A recent review of the Centre's activities has pointed out that because of its funding source and institutional location this broad mandate for the Centre is narrowed somewhat. As the Centre is funded largely by the Department of Foreign Affairs and Trade there is an "implicit understanding" that it will address issues of concern to the Department. However, the review panel stressed it was fully satisfied "that the Department of Foreign Affairs and Trade has not sought in any way to direct or influence the research directions of the Centre". In addition to this, the Centre has an implicit mandate to focus on the Asia-Pacific region because of its location within the Research School of Pacific Studies, and an implicit mandate to address issues of national importance to Australia because of its location at the Australian National University.

In 1989 the Centre had six academic staff and five and a half general staff, and received funding of \$A435,000 from the Department of Foreign Affairs and Trade. The academic staff includes a Foreign Affairs Fellow, a member of the Department seconded to work in the Centre. Besides this government funding, the Centre has been able to obtain funds from outside sources. A bequest from the estate of the late Elizabeth Poppleton supports a visiting fellowship in the Centre. In addition to this, two grants from the MacArthur Foundation, totalling \$A160,000 provide for workshops on Asia-Pacific Security and a grant of \$A38,000 from the Einstein Foundation supports work on the theory and practice of economic sanctions in Southern Africa.

The organisational structure of the Peace Research Centre (PRC) consists of an Advisory Committee and the Head of the Centre. The Advisory Committee consists of ten members who are mostly academics. The Head of the Centre is an *ex officio* member of the Committee, as is the Director of the Research School of Pacific Studies, who is the Chair of the Committee. The Department of Foreign Affairs and Trade has one representative on the Committee. The Advisory Committee is responsible for general oversight of the Centre, and the day to day activities of the Centre are the responsibility of the Head.

The ANU Centre is currently conducting research in the areas of: arms control and confidence building in the North Pacific; Australian defence and security issues; concepts and models of alternative ('non-provocative') defence; women, violence and the state; disarmament, military expenditure and economic development; Australia's role in global arms control negotiations; chemical warfare, racial conflict in Australia with particular reference to gender issues; the relationship between militarism and popular culture; crisis management, crisis stability and the global balance of power; economic sanctions as an instrument of foreign policy; safeguards, Australian uranium exports and nuclear non-proliferation; the role of the North West Cape joint Australian/US defence facility; and public opinion on Australian security issues. The recent review indicated that the areas of research in which the Centre has obtained an international reputation are: arms control and confidence building in the North Pacific; nuclear non-proliferation; the monitoring of nuclear explosions; and wider arms control and disarmament issues.

The Centre's brief requires that it provide training in research. Toward this end it has established an MA course on 'Peace and Security in the Nuclear Age', offered for the first time in 1989 in the Department of International Relations and the Security and Defence Studies Centre. Members of the Centre are also involved in the supervision of MA and PhD theses.

The work of the Centre is made available through publications, the media and by holding conferences and seminars. So far, the Centre has produced 2 books, 7 monographs and 69 working papers. A quarterly journal *Pacific Research* was launched in August 1988. This journal provides data, analysis and comment on Asia-Pacific security issues. The Centre maintains a small collection of key periodicals and books for immediate reference purposes. The library is open to use by researchers from outside the Centre.

Similarities and Differences

All of the national centres discussed in this section had very broad mandates to conduct research into the conditions of peace, and the resolution of conflict at all levels of society. The results of this research were made available to the media, politicians, policy makers, academics and the general public through a range of publications, typically working papers, reports, articles in journals, and media releases. Most of the centres also published books and a journal. All centres organised conferences and seminars to make the results of their research known, and to bring people together to discuss issues. All centres had libraries which were used to support their own research activities, and as a resource by other researchers. There were however a number of differences between the centres. Important differences occurred in the areas of: (1) the operating mode of the centres; (2) the outlook of the centres; (3) the focus of research activities; (4) the independence and autonomy of the centres; and (5) the public involvement with the centres' activities.

(1) Centres such as SIPRI, PRIO and PRC operate as research institutes, with all of the research being conducted by resident or visiting researchers. However, at centres such as USIP and CIIPS an important part of their function is to operate more as a foundation and provide grants to outside organisations and researchers. However, both of these institutes also conducted in-house research.

(2) In general, the centres have two types of outlook. Firstly, centres such as SIPRI, have been set up explicitly to have an international outlook. The governing bodies of SIPRI are chosen from both the East and the West, and Third World countries, and the researchers are drawn from all regions around the world. Most of the other centres however, have a national and/or regional outlook.

(3) Most of the centres have a very broad mandate. However, in practice they concentrate their research efforts into fairly narrow areas. The research activities which were undertaken by the centres seem to have been influenced by a number of factors: the level of funding; the source of funding; and the institutional location of the centre. One obvious constraint on the areas of research which can be undertaken is the level of funding which the centres can obtain. Within this limit, as was pointed out by the PRC Review Committee, the explicit mandate of the centre is constrained by a number of implicit understandings. One important constraint is the funding source. Funding was typically obtained as an appropriation from the national parliament, or as a grant from a government Department or Ministry. While most centres have been set up to be independent of government interference, there is an implicit understanding that the centres will address at least some of the concerns of their funding source. These concerns could be quite different, depending on whether the funding came from the national parliament, a Department of Foreign Affairs, or some other department such as the Ministry of Culture and Science (as was the case with PRIO), or the Department of Employment, Education and Training (as has been suggested for the PRC). In all cases however, it would be expected that a government funded centre would focus at least some of its activities on important national concerns. Another important constraint is the institutional location of the centre. A number of the centres, such as USIP and CIIPS, were set up to be government organisations. Others, such as PRC were set up as research centres within universities. Some, such as SIPRI and PRIO are funded by government, but operate as essentially independent institutions. The research activities of the centres would be expected to reflect the concerns of the institutional setting in which they are located.

(4) A very important aspect is the independence and autonomy of the centres. This seems to be determined largely by the institutional location of the centre, and the selection and composition of the governing bodies. The research centres which are located within universities would seem to be more independent of government interference than those which are essentially government organisations. Most of the centres had some form of Board or Advisory Committee which determined the policy of the centres. A peace research centre which is administered by a Board

which contains a large number of government appointments is unlikely to be very independent of the government.

(5) All of the centres made the results of their research available through a range of publications, and through seminars, and conferences. However, much of this would have only been available to other academics who were researching in the area. Most centres had libraries which were available to guest researchers or to the general public. Some of the centres, such as CIIPS seem to have made a particular effort to disseminate the results of their research to the public.

PROPOSALS FOR A NATIONAL PEACE RESEARCH CENTRE IN NEW ZEALAND

There has been no shortage of proposals for a national centre of peace research in New Zealand. Most of these proposals emerged in the mid-1980's, with particular interest being shown in the idea during the International Year of Peace in 1986. However, while these proposals have generated considerable interest, and received support from some peace groups and a number of politicians, the government is yet to make a firm commitment to establishing such a centre. In this section the main proposals which have been put forward are summarised.

New Zealand Institute of Peace and Development Research

Labour M.P. for Tairāngi, Ralph Maxwell, proposed the establishment of a 'New Zealand Institute of Peace and Development Research' in early 1984, modelled on the Institute of Policy Studies at Victoria University. Although Mr Maxwell's intention at this time was to introduce a Private Member's Bill to establish the Institute, the Bill has never been introduced.

The proposed Institute was to have a range of functions covering research, teaching and the storage and dissemination of information in the areas of conflict resolution, disarmament and development. In particular, the functions of the centre were to include:²⁷

1. Post-graduate research;
2. The storage of 'hard data', and the keying in to other data banks around the world which hold information relevant to the Institute's needs;
3. The teaching of courses at the tertiary level;
4. Publication and dissemination of information;
5. The offering of fellowships as a means of providing communication and understanding within the region and internationally;

Ralph Maxwell did not propose any particular staffing composition or levels for the Institute, but given its proposed function it would require research and teaching staff, administrative and clerical staff, and library and information staff. The proposed budget for the Institute was to be around \$1,000,000 in its early years. This figure was based on a contribution of \$1 per year for each New Zealand household.

The organisational structure of the Institute was to consist of an Institute Board, an Executive, a Director, and research, teaching and administrative staff. The Institute Board was to have 33

members drawn from a wide range of organisations, and appointed by the Governor-General on the recommendation of the organisations involved. The aim of this diverse membership was to ensure the independence of the Institute. Specifically, the Board was to consist of:

Parliament	5
NZ Federation of Labour	3
NZ Returned Services Association	3
National Council of Churches	3
NZ Foundation for Peace Studies	5
NZ Employers Federation	3
NZ Vice-Chancellors Committee	3
National Council of Women	3
Secretary of Foreign Affairs (or their nominee)	1
Secretary of Defence (or their nominee)	1
Secretary of Trade and Industry (or their nominee)	1
Director General of Education	1
Chairperson of the Planning Council	1

The Institute Board would meet once a year, to elect a new Executive of twelve from among its members, and to consider the annual report prepared by the previous Executive. Presumably the Executive was to be responsible for the general running of the Institute, and the Director was to be responsible for its day to day running. The Director was to be appointed by the Executive.

Commission for Peace, Justice and Disarmament

At the Labour Party Conference in 1984, Remit 116, forwarded by the Wellington Regional Conference proposed the establishment of a 'Commission for Peace'. The remit called on the Labour Government to "set up a Commission for Peace modelled on the Commission for the Environment, having a Minister, a permanent staff of about ten and charged with:

1. To carry out in Aotearoa the aims of the U.N. World Disarmament Campaign, to inform and generate public understanding and support for the United Nations in the field of disarmament.
2. To supply factually correct information about world strategic and disarmament affairs to the media and the public.
3. To assist the Government to formulate legislation and mount diplomatic initiatives to bring about a Nuclear Weapon Free and Independent South Pacific.
4. To co-ordinate and assist Government departments and NGO's in the preparation and practice of peace education."

The remit was adopted by the conference, without amendments. Once adopted, the proposal was presented to many meetings around the country and backing for it was obtained from such bodies as the New Zealand Nuclear Weapons-Free Zone Committee, Peace Movement Aotearoa, the Auckland Peace Forum and the New Zealand Foundation for Peace Studies.²⁸

The idea of a 'Commission for Peace' based on the Commission for the Environment was taken up by peace educationalists such as Jim Chapple and Llewelyn Richards (Secretary of the National Consultative Committee on Disarmament). Jim Chapple prepared a background paper for Peace Movement Aotearoa, which called for the establishment of a 'Commission for Peace and Development' which would "formally and officially function to question, challenge and

balance" the militaristic "forces" which were operating in New Zealand society.²⁹ Llewelyn Richards pointed out that there were three bodies in New Zealand which gave advice to parliament on military matters - the Ministry of Defence, the Ministry of Foreign Affairs, and the External Intelligence Bureau - but no independent/non-partisan "government body whose job it is to join in the public debate about security and military matters". There were however government bodies which had been set up in other areas to be independent of all pressure groups. One outstanding example of this was the Commission for the Environment. Richards thought that a Commission for Peace could operate in a similar way to the Commission for the Environment, producing reports and giving advice to Ministers, and providing the public with an independent assessment of the world military situation from a non-military viewpoint. Richards did not favour the establishment of such a body in a university, claiming that "such an academic institution will not satisfy the peace movement. Few members ... (of the peace groups) will accept that an academic university department or institute will do much to avert the very present threat of nuclear war, the nuclear winter, and the likely extinction of all human life".³⁰

In mid-1985, the International Year of Peace (IYP) Committee was established to coordinate activities in New Zealand for the United Nations International Year of Peace in 1986. This Committee took up the proposal for a Commission for Peace, revised it, and presented a submission proposing a 'Commission for Peace, Justice and Disarmament' to the Select Committee on Disarmament and Arms Control on July 2, 1985. Terry Locke has summarised the functions of the proposed Commission as follows:

1. Liaison with the United Nations, encouraging the implementation of peace-related U.N. resolutions, and advising New Zealand representatives in matters appropriate to its aims;
2. Advising central Government on positive ways of resolving conflict and strategies for peace;
3. Monitoring the news media, providing the media with accurate information and encouraging non-inflammatory news coverage;
4. Research by its own staff or by parties contracted to do research on a broad range of issues relevant to peace, justice and disarmament;
5. Liaison with like-minded organisations at home and abroad;
6. Fostering local peace initiatives and the expansion of peace education programmes in learning institutions;
7. And finally, simply being a visible embodiment of the legitimate hopes and aspirations of those (especially young) people who yearn for a peaceful world.³¹

The proposed Commission was to be set up by statute, was to have its own Minister at Cabinet level, and be funded by the government. The initial funding level for the Commission was to be \$335,000, this being 0.05% of the New Zealand Defence budget in 1985. (For the 1988-89 Defence budget this would give \$695,000.) An initial staff structure of fourteen was proposed for the Commission: a Commissioner as Director; two executive officers; one international affairs officer, two research officers; one peace group liaison officer; one education officer; one publications officer; and five clerical staff. Appointments would be permanent and would include Maori and Pacific Island personnel. Part-time workers and volunteers were to be involved with

the Commission also, "so as to develop and preserve a community support base for the Commission's work". However, as Locke has pointed out, "there is no clear statement as to who would appoint these people. Nor is it clear to what extent the Commission would make its own policy or alternatively have its policy affected by the particular Government in power."³²

South Pacific Peace and Development Resources Centre

In April 1984, Dr John Hinchcliff, Director of Auckland Technical Institute (ATI), proposed the establishment of a 'South Pacific Peace and Development Resources Centre' at the Institute.³³ The aim of the Centre was to be to provide "carefully researched information" and to "educate people who work as professionals, or, more commonly as volunteers in these fields, helping to learn how to utilize the appropriate processes of Government, the various media and community organisations." Hinchcliff felt that there were a number of advantages of locating such a centre at ATI: (1) the traditional strength of the peace movement in Auckland; (2) the large concentration of Polynesians in Auckland; (3) the willingness of the Directorate of ATI to host the Centre, offering the use of such facilities as on-line searching through the library, conference centre, and audio-visual facilities, and the expertise of various staff members, for example in journalism; (4) the vocational orientation of ATI would ensure that the Centre concentrated on programmes that were of direct benefit to the community.

The functions which Dr Hinchcliff proposed for the South Pacific Peace and Development Research Centre were as follows:

1. Teaching into a Programme entitled Diploma of Peace and Development Studies.
2. Research into the fundamental questions relating to Peace and Development, and develop a databank of accessible information received from national and international sources.
3. Offering educational outreach through conferences and forums and a series of one semester non-credit programmes to the public. Encourage people engaged in grassroots community activities to join into networks, sharing understanding, resources and talents.
4. Designing curricula and audiovisual aids for secondary school liberal studies programmes.
5. Drafting policy papers for the Departments of Foreign Affairs and Defence.
6. Developing an expertise concentrating on the issues of Peace and Development affecting New Zealand in the Pacific region.
7. Liaising with Government agencies, Institutes and other organisations concerned with appropriate technologies for developing countries.
8. Liaising with other Peace and Development Research Centres in other countries.
9. Publishing a bulletin.
10. Liaising with Technical Institutes, Teachers Colleges, Universities and other Centres of expertise in New Zealand.

Dr Hinchcliff felt that the Centre should be both independent and accountable. Its organisational structure was to consist of a Board, a Director, and teaching, research and administrative staff. The Board was to consist of: representatives of Parliament (from each of the major parties or their nominees); representatives of peace and development groups, church and trade union organisations and so on; a representative from ATI; an elected representative of the Centre's staff;

and the Director of the Centre *ex officio*. Presumably the Board was to be responsible for the general policy of the Centre, and the Director for the day to day running. In addition to the Director there would be 4 researchers, an outreach programme organiser, 2 secretaries, 2 visiting fellows, and 2 research assistants. Dr Hinchcliff's estimated budget for the centre in 1984 was \$225,000, to cover the 12 salaries and such operational expenses as a library, journal subscriptions, technical equipment and travel. The major source of funding for the Centre was to be the government. In addition, Dr Hinchcliff felt that the Centre would be able to generate income from its various activities and from donations.

Pacific Centre for Peace and Culture

The Pacific Institute of Resource Management (PIRM), is a Wellington-based voluntary organisation active in the fields of peace and the environment. At a meeting on June 5, 1985, PIRM's Disarmament Study Group put forward a proposal (prepared by Gladys McGrath), to promote a 'Peace Institute' as part of a 'Pacific Centre for Peace and Culture' in Wellington. The Peace Institute would have its own administration and leadership, and would be associated with Victoria University. The basis of the PIRM proposal was that peace and culture are intimately linked. According to the proposal to "truly promote peace, it is necessary to promote new techniques of conflict resolution as well as working to remove the causes and threats of conflict. ... In this way, existing cultural biases toward the violent resolution of conflict can be replaced by more productive methods." However, later in the year PIRM decided to drop this proposal "because of more general peace movement support for the idea of a Commission for Peace" ³⁴

The proposal favours a strong presence in the community for the Institute, and the active involvement of Pacific people, so that the Institute would provide a focus for the peace movement in the South West Pacific. It also suggests the importance of a presence in other main centres, with certain Institute functions delegated to other cities. The proposed Institute was to have a range of functions:

1. promotion of the principles on which peace must be based.
2. research into: (1) peace, peace related issues and the causes of conflict; (2) more equitable distribution of wealth and justice; (3) methods of conflict resolution; (4) matters that threaten, or are likely to threaten peace.
3. publication and sharing of information.
4. education, including teaching at the tertiary level.
5. fostering native culture, including language.
6. permanent displays of art and craft.
7. fostering exchanges between Pacific people.

Major annual activities of the Institute would include: an annual account of the past year's activities; a programme for the coming year; a Peace Day celebration; a song and dance festival; a special display mounted by one Pacific nation; a peace lecture by a figure of world standing; and a peace poster competition.

It was considered to be important that the Institute be independent of political control and be seen to be so. Further, it was felt that a governing body, particularly a large one, would inhibit constructive and innovative work at the Institute. To achieve these objectives the PIRM proposal suggests that the Institute be set up by statute within the university system with perhaps a small advisory board. However, the composition of such a board is not spelled out. The Institute would have a professional and full time staff, who were "able to take initiatives and are free to act within policy guidelines". This staff would include: a Director, with a wide range of responsibility, and the freedom to carry out functions; educators for university peace and conflict studies courses and public education; researchers, librarians, trained documentalists, facilitators and secretaries. In addition to the staffing requirements the proposed Institute would be well resourced, including a library (linked to other national and international data bases), meeting rooms, a lecture theatre, conference rooms, office and work space, a coffee bar and a creche.

Pacific Peace Institute

In May, 1985, Dr John Robinson, put forward a proposal for a 'Pacific Peace Institute'. Robinson was Director of the 'Reflections on the South Pacific Project' at the Asia Pacific Research Unit, and had worked for a range of government and non-government organisations, including the Department of Science and Industrial Research (NZ), Commission for the Future (NZ), OECD, UNESCO, UNEP and the United Nations University. In addition to this he had visited many futures-oriented institutes overseas. Robinson's proposal emerged from his assessment of three proposals which had already been put forward: the Pacific Centre for Peace and Culture which had been proposed by PIRM; the Commission for Peace and Disarmament; and the Research Institute for Peace and Development proposed by Ralph Maxwell. Robinson agreed entirely with the PIRM proposal. He agreed with the majority of the proposal for the Commission for Peace and Disarmament, but disagreed with the suggestion that a Commission should have its own Minister, to whom it would be responsible. He disagreed strongly with the proposed 33-member Institute Board that was part of the structure of the Maxwell proposal.³⁵

Robinson was concerned that a Peace Institute should be independent, and should not be subject to interference from a governing board, or from political direction. He argued strongly against a Peace Institute being governed by a board. According to Robinson:

In every case in which I have had the experience of working for an institution governed by a board I have seen misdirection and interference. Overcommitted amateurs meet occasionally to direct work which they understand only partially, and reports to the governing body come to dominate the work for much of the time, preventing a cohesive development.

Similarly, he claims that "the Commission for the Environment has been the subject of political pressure, the Commission for the Future was dismantled by the politicians who set it up and the Planning Council does not stray far from an establishment line." The same pattern is observed elsewhere, he claims.

To get around these problems, Robinson recommends that a Pacific Peace Institute would best be set up as a department within a university, and yet be physically linked to the Pacific Cultural Centre. Thus, it would not have a governing board, and would operate in an atmosphere of academic freedom. The Institute would have a focus on the Pacific, possibly on the South Pacific region. It would conduct teaching and research, and make its results available to the public through publications and seminars. Robinson felt that the activities of the Institute should be designed to allow active public involvement. It would have an easily approached information centre. He felt that it would be important, if possible, to get the early support of all political parties for the Institute.

International Peace College and Research Unit

An 'International Peace College and Research Unit' has been proposed by John Gallagher, a researcher for the New Zealand Nuclear-Free Peacemaking Association, as part of a wider vision of a peacemaking role for New Zealand, which both he and the Association's Secretary Larry Ross advocate. They argue that New Zealand should adopt a policy of "positive neutrality", whereby, in addition to being a neutral country in the traditional sense, it would offer a range of peacemaking services to the rest of the world. One of the key services that New Zealand would offer under a policy of "positive neutrality" would be a 'World Data Bank' where governments, organisations, and individuals from all nations would be able to store vital records and information in case these were damaged in some way, especially by nuclear war. Support for the idea has come from a number of professional and commercial organisations, a number of government departments, and from both Labour and National Party politicians.³⁶

The International Peace College and Research Institute would be established to enhance New Zealand's role as a neutral arbitrator of regional and global conflicts, and would make use of information stored in the world data bank. It would also actively collect information on conflict resolution from a wide range of New Zealand sources, to build up an empirical data base on conflict resolution. Gallagher has advocated that officials working for government departments, such as Foreign Affairs, and delegates from Non-Governmental Organisations should be required to file brief reports of international and regional negotiations which they attend. Such reports would document "what they have seen, what occurred, the processes of discussion, successes, or room for improvement", and so on. In addition, "special observers would be sent to important international negotiations to similarly learn and report back". Within New Zealand similar reports would be filed by mediators working in such areas as race relations, industrial and other mediation. One function of the Institute would be to coordinate this information and ultimately to analyse it, and make the results available, in suitable form, to educators, students, politicians and others. Another function of the Institute would be to "research and make available to the world, what there was to be known about the peaceful resolution of conflicts".

Gallagher has not proposed any particular organisational structure for the Institute, nor has he set out how it would be funded.

Institute for the Study of Global Security

Dr Kennedy Graham, while on leave from the Ministry of Foreign Affairs in 1986 under a Claude McCarthy Fellowship, developed the idea of an 'Institute for the Study of Global Security'. According to Graham, we are in a stage of transition towards a global society. However, the existence of this emergent global society is being threatened, particularly from the national security policies which have been implemented in the last few decades. "What is needed now", argues Graham, "is to begin to give expression to the global concept in the area of security - the concept of global security, and through it, the attainment of national security for all states". Global security is defined by Graham as "the interests of the planet as a whole, the survival and well-being of humanity and all other higher forms of life".³⁷

Graham proposed that an Institute for the Study of Global Security be founded in New Zealand, for the purpose of researching, teaching and writing on the concept of global security. The specific objectives of the Institute would include:

1. To define, and identify the nature and characteristics of, the concept of global security, and explore its relationship with national security.
2. To develop a range of principles of global security, designed to reflect the interests of the planet and humanity as a whole, on which nation state behaviour might be shaped in future years.
3. To undertake research on the above with a view to engaging in teaching and writing on the concept and principles of global security.
4. To promote the teaching of the subject of global security in educational institutions.
5. To write, for academic and general publication, articles on the subject of global security, with a view to promoting an understanding of the concept and its potential role in facilitating governmental thinking on security matters.
6. To establish and maintain collegiate relations with institutes elsewhere engaged in peace research, strategic studies and other comparable areas of study.

The Institute would be established as an independent body within New Zealand. It could be financed direct from the New Zealand government, or through separate and private channels, or by a combination of the two. It would be responsible to, and report annually to, the Minister of Foreign Affairs. Graham felt that it would need to have a minimum staff of three or four suitably qualified persons.

New Zealand Institute for International Affairs

The immediate past Director of the New Zealand Institute for International Affairs (NZIIA), John Scott, has suggested that the Institute expand its activities to conduct peace research. At present the NZIIA is an independent Institute which aims to promote a better understanding of international affairs in New Zealand. It seeks to do this through publishing the *NZ International Review* and various monographs, books and occasional papers, and by arranging conferences and seminars through its seven branches around New Zealand. Although independent, the Institute is directly funded by a triennial grant from the Ministry of External Relations and Trade, with which it maintains a close liaison. It has been criticised by a number of peace activists for being elitist, and for making little effort to reach the wider public.

Scott attended a UNIDIR (United Nations Institute for Disarmament Research) conference in Sochi in the Soviet Union in 1988, based on the theme 'Disarmament research: agenda for the 1990s'. He returned from the conference feeling that New Zealand needed a peace research centre similar to the one operating at ANU in Australia. Scott thought that the NZIIA could expand its activities into the areas of peace and disarmament research to fulfill this role. It seemed to Scott that the Institute was quite well placed to do this, in the sense that it was well situated in relation to the universities. The advantage of the Institute assuming this role would be that it would be much cheaper to establish a centre in this way as use could be made of the Institute's existing facilities. His proposal was that initially the Institute would employ one full-time researcher. They would spend their first six months at the Peace Research Centre at ANU, and then return to New Zealand to work. He put this proposal to the Institute's Standing Committee, and held discussions with officials from the Ministry of Foreign Affairs and Trade, who showed some interest. Nothing came of the proposal, however.³⁸

Centre of Peace Studies and Conflict Resolution

While not a proposal for a national centre for peace research, it should be noted that in 1989 Kevin Clements proposed the establishment of a 'Centre of Peace Studies and Conflict Resolution' at the University of Canterbury. This Centre would concentrate initially on graduate and postgraduate teaching, and conduct research into peace (in both its positive and negative senses), and conflict and conflict resolution. In addition, the Centre would become a repository for information and data on peace issues, would run a seminar programme, and would publish a range of material. Once firmly established, the Centre would be involved with teaching peace studies at the undergraduate level.³⁹

The initial staffing level proposed for the Centre consists of a Director and a Secretary/Office Manager. With additional funding, Clements suggests that this could be expanded to include paid researchers, a fund raiser/ project initiator, and eventually a team of full-time teachers. Clements estimates that the Centre would cost around \$100,000 to establish. The Centre is supported by staff involved with teaching the 'Peace Studies' course, and by the Vice-Chancellor on the condition that it is self funding. The proposal has not been taken further due to lack of funding.

Summary

In this section seven different proposals for a national centre for peace research in New Zealand have been summarised. To avoid repetition, no attempt will be made at this stage to analyse the different proposals. The strengths and weaknesses of the various different forms of peace research centre which could be established in New Zealand will be dealt with in the next section in which the options for stimulating peace research in New Zealand will be explored.

3.4 FUTURE DIRECTIONS FOR PEACE RESEARCH IN NEW ZEALAND TERTIARY INSTITUTIONS

So far in this chapter we have surveyed the current state of peace research in New Zealand (both within and outside tertiary institutions), looked at a number of peace research centres overseas, and considered the main proposals which have been put forward in New Zealand for the establishment of a national centre for peace research. It is evident that there is a need for the expansion of research activities in the peace area - to provide resources for peace studies at all levels of the education system, to understand the effect and implications of the militarization of the Pacific region, to help promote peace and justice within New Zealand and the Pacific region, and to investigate the options through which New Zealand might play an active role in resolving conflict and promoting peace within its region. There is widespread support amongst peace educators and peace researchers for a national centre for peace research in New Zealand. Below, a number of options have been outlined to stimulate the development of peace research in New Zealand.

OPTION 1: ALLOW PEACE RESEARCH TO DEVELOP UNDER ITS OWN MOMENTUM

One option is to do nothing, and let things continue much as they are. If this is the case, then the amount of peace-oriented research being conducted may increase, for example through the activities of centres like the Centre for Peace Studies at the University of Auckland, or through the expansion of organisations like the New Zealand Foundation for Peace Studies. However, under these conditions peace research would remain a low key and episodic activity. In the tertiary institutions it will continue to be conducted by isolated academics, and the results of this research will not be readily accessible to the peace movement or to policy makers. Outside the tertiary institutions peace research will continue to struggle along, lacking adequate funding, resources and facilities. Without funding, organisations like Peace Movement Aotearoa and the New Zealand Foundation for Peace Studies may even fold or wind down. As was the case with peace studies, if peace research is to flourish in New Zealand, then steps need to be taken to stimulate its development, and place it on a more organised and secure footing.

OPTION 2: A NATIONAL CENTRE FOR PEACE RESEARCH

The most effective way to stimulate the development of peace research in New Zealand would be to establish a national centre for peace research. Such a centre would allow a number of researchers to work full-time on peace related issues, would provide a valuable resource to peace educators and peace researchers throughout New Zealand and the Pacific region, and would act as a symbol of New Zealand's commitment to a more peaceful society. A need has been demonstrated for a peace research centre with a focus on the South Pacific region.

Location

A national centre for peace research should be based in Wellington where it would have easy access to extensive library facilities - the National Library, Victoria University Library, the

Parliamentary Library, the Department of Defence Library, and various Embassy Libraries that may hold materials of relevance. While it makes sense to have the research activities of the centre based in Wellington, there is much merit in the idea of having a number of branches of the centre in locations outside of Wellington, if funding levels permit this. Christchurch and Auckland would be good locations for branches of a national centre for peace research. The function of the branches would be to act as resource centres for local peace researchers, peace educators, the peace movement, the media and students. One possibility might be to fund the New Zealand Foundation for Peace Studies - which already has offices in Christchurch and Auckland - to provide local resource centres for a national peace research centre. Alternatively, the Centre for Peace Studies at the University of Auckland, and, if established, the Centre of Peace Studies and Conflict Resolution at the University of Canterbury could act as local branches of a national centre.

Activities of the Centre

A national centre for peace research could be engaged in a range of activities: (1) research; (2) teaching; (3) operation of a resource centre; (4) dissemination of information; and (5) linking educators, researchers and activists.

(1) Research

There is a need for a peace research centre which has a focus on the Asia-Pacific region, particularly the South Pacific. Further, as was seen in the first part of Section 3.3, there is a need for research into the social, political and cultural factors underlying conflict within the South Pacific region, and into the ways in which such conflicts might be resolved. The research agenda for a centre with a focus in these areas would still be quite broad, and could stretch across all levels of human interaction.

A new peace research centre should seek to be innovative in its research methodologies, and to address the criticisms which have been made of traditional peace research by peace activists, especially women and indigenous peoples. Research undertaken by the centre should, as far as possible, be collaborative and interdisciplinary. Further, where possible and appropriate, the centre should seek to employ the methods of 'participatory research'. At the very least, the centre should consult with groups which are implicated in its research, and ensure that the results of the research are made available in a form which is meaningful and easily used by these groups.

In addition to any research activities conducted by its permanent staff, the centre should seek to support and facilitate the activities of all peace researchers in New Zealand. One way to do this would be for the centre to offer a number of short-term 'visiting researcher' positions. Such positions should not be restricted to academics, but should also be available to researchers working for the various peace groups, and individual researchers. Further, the facilities of the centre - particularly the library - should be made available to all peace researchers.

(2) Teaching

A centre for peace research should be involved to some extent in teaching. At the very least it should play a role in training peace researchers. This could involve the supervision of postgraduate students, or the employment of interns from peace studies programmes over the summer vacation. A very important role that a centre could play, would be to provide training in research methodologies for researchers in peace related areas. The centre could offer short courses for researchers from tertiary institutions and from peace groups, to develop or improve research skills.

The centre could offer short courses in a number of other areas. Firstly, it could offer in-service training courses in the area of peace education for primary, secondary and tertiary teachers. Secondly, it could offer courses in conflict resolution and mediation to companies and organisations, and to train community mediators.

In addition to training peace researchers, peace educators and mediators, the centre could contribute to postgraduate and undergraduate courses in a tertiary peace studies programme. It could also be involved in informal education through seminars and public lectures. While it is desirable that a centre for peace research be involved in peace education, it should be remembered that any teaching may be at the expense of research.

(3) Operating a Resource Centre

It is important for a peace research centre to have a well resourced library. In addition to books, reports, working papers, journals, peace education resources and government documents and so on, it would be desirable if such a library had computer facilities which gave researchers access to bibliographic data bases. In addition to the many computer data bases which can now be searched on-line, an increasing number of data bases are becoming available on CD-ROM. As well as the computer facilities the library should have micro-fiche and micro-film readers and copiers, and photo-copying facilities.

The centre may also be able to develop its own data bases. For example, a computer data base on peace researchers in New Zealand (or even the Pacific region), which listed past and present research projects and publications, would be an invaluable resource for all peace researchers in the Pacific region. Similarly the library could develop data bases (computerised or otherwise) on special topics - for example, conflict in the South Pacific region, or weapons testing in the Pacific.

It is important that the library and its facilities be open to all peace researchers in New Zealand.

(4) Dissemination of Information

A national centre for peace research should ensure that the results of its research are made available to a wide range of groups, and in a form that is easily used by these groups. To achieve

this the centre will need to disseminate a range of publications. A journal or newsletter along the lines of the *Pacific Research* journal published by the Peace Research Centre at ANU would be useful to keep peace educators, peace researchers, the general public, politicians and policy makers, informed of the activities of the centre and of other peace researchers in New Zealand. In addition to this the publication of monographs and working papers would be appropriate. The centre should also produce a series of pamphlets based on its monographs and working papers, designed specifically for use by peace educators and the general public.⁴⁰

(5) Linking Researchers, Educators and Activists

The centre could bring together groups of researchers, educators and activists to discuss a range of issues. This could be achieved through conferences or through informal workshops which could be held throughout New Zealand. In this way the centre would facilitate networking and the sharing of information.

Staffing

The actual level of staffing at a national centre for peace research will depend upon the level of funding which can be obtained. A minimum level of staffing to undertake the activities outlined above would look something like a Coordinator of the Centre, two full-time researchers, an information officer, a public outreach officer, and an administrative assistant. The Coordinator of the Centre would be responsible for the day to day administration of the Centre, and would play an important role in promoting the activities of the centre to the government, to outside funding bodies, and to the public. They would also be required to play an active role in research. An information officer would be responsible for developing a resource centre for use by peace researchers, peace educators and the public, the development and operation of various data banks, and giving advice to researchers about information sources. A public outreach officer would liaise with peace groups, peace educators and peace researchers to ensure that the concerns of these groups were being taken into consideration by the centre. Also, they would ensure that the results of the centre's research were being presented in a form which met the needs of these groups. Even this minimum level of staffing could require up to \$200,000 to cover salaries alone. From this skeleton structure there is scope to increase the number of researchers, and the number of information and public outreach officers, and to add peace educators.

In addition to this minimum level of permanent staff, it would be desirable for the centre to have a number of short term 'visiting researcher' positions available to peace researchers throughout New Zealand.

A centre which aims to promote peace and social justice throughout the Pacific region should also be seen to do this within its own structure. It is most probably impossible to avoid some form of hierarchical staffing structure at a government funded peace research centre. A Coordinator is required to promote the activities of the centre to the government and the public. In addition, a certain amount of specialisation is desirable. However, as far as possible, attempts should be

made to share the workload and responsibilities of the centre, and democratic decision making processes should be implemented. Secondly, when permanent and visiting staff appointments are made, it will be important to ensure that women and indigenous Pacific peoples are adequately represented.

Funding

In addition to a minimum of about \$200,000 which would be required for salaries, funding would be required to establish the centre, and for the operating expenses. These costs would depend very much on the way the centre was set up, and the activities in which the centre was engaged, but could easily amount to several hundreds of thousand dollars.

The majority of this funding will have to come from government. There are several ways in which this could occur. Firstly, funding could come as an appropriation from parliament. This would require that there was bipartisan support for the peace research centre. Such support will be necessary anyway for the long term survival of the centre. Secondly, funding could come as a grant from a government ministry or a government department. The Ministry of External Affairs and Trade would be the most likely candidate. However, the Ministry of Education or even the Department of Scientific and Industrial Research are also possibilities. It is important to keep in mind that the actual source of the funding will give an implicit direction to the activities of centre, even if it is established formally to be independent of government interference.

Several suggestions have been made as to how the actual budget of a peace research centre could be arrived at. One possibility is to provide the centre with a set annual grant based largely on its operating requirements. Another possibility is to set the centre's budget as a certain percentage of the defence budget. For example, 0.05% of the 1988-89 defence budget of \$1,366.8 million would give a budget of \$695,000 for the peace research centre. This would be comparable to the level of funding which is currently being received by the Peace Research Centre in Australia. A slight variation on this second possibility is to obtain the funding for the centre from a pool of funds which has been created by a day's defence spending being diverted to peace education and research, as has been suggested by a remit passed at the 1989 Labour Party Conference. Based on the 1988-89 defence budget, a day's defence spending is \$3.7 million. A fourth possibility might be to implement some form of symbolic peace tax. For example, Ralph Maxwell proposed that the funding of such a centre should be based on a contribution of \$1 from each of the approximately one million households in New Zealand. The first way is most probably the best. Any proposal to establish a centre should set out fairly clearly the staffing requirements and composition of the centre, the resources which will be required, and the activities of the centre. From this an approximate budget could be determined.

However the centre is funded, it is important that these funds be guaranteed over a relatively long period, especially in the early stages of development. This is important to give the centre the chance to develop research programmes and to establish its credibility. The seven year period

which is used as the basis of funding the Peace Research Centre in Australia would be appropriate.

In addition to the government funding it would be desirable if the centre sought to obtain funds from outside sources, particularly foundation grants. Many of the research centres overseas have been able to expand their research activities in this way. In Appendix 4 a list of possible funding sources is given.

Model to be Adopted

There are three general models on which a national centre for peace research could be based: (1) a peace studies department or a peace research centre within a tertiary institution; (2) a Commission for Peace; and (3) a free standing peace research institute. It is important to remember that the institutional location which is chosen for the centre will have important implications for the independence of the centre and on the focus of its research activities.

(1) Tertiary Institution

One possibility is to establish a peace studies department within one of the tertiary institutions, most probably a university. The activities of a peace studies department would be oriented more towards teaching than research, unless the department employed a number of full-time researchers. An advantage of establishing a peace studies department would be that the university would provide many of the facilities - offices, library resources, computer facilities - and cover at least some of the operating expenses. Establishing a peace studies department would also help to ensure the independence of the centre. If set up as a normal department, the activities of the department would be determined by departmental meetings, with the departmental head acting as chair and overseeing the day to day operations of the department. The department would be responsible ultimately to the University Council.

A second possibility is to set up a peace research centre or institute within a tertiary institution, again, most probably a university. Such a centre would have a primary orientation towards research, but might also be involved in postgraduate and undergraduate teaching. The library resources, and possibly also office space and computer facilities would be provided by the university. However, such a centre would be unlikely to obtain funding from the university, and would have to be funded directly by the government. The independence of the centre would be ensured to a certain extent by its location within a university. Such a centre would be administered by a Coordinator, and might also be responsible to a Board or an Advisory Committee. It is likely also to be responsible to a university research committee and ultimately the University Council.

It might be considered that the location of a centre for peace research within a tertiary institution would ensure the independence of the centre. However, universities are government funded institutions. Under the changes which are currently taking place in the tertiary education system, funding for the tertiary institutions is becoming increasingly competitive and control is being

centralised in the Ministry of Education. It would seem likely that the principle of 'academic freedom' and the role of universities as the 'critic and conscience of society' will come increasingly under threat.

(2) Commission for Peace

A Commission for Peace, administered by a Commissioner, and responsible to the Minister for Disarmament could be established. Such a body could conduct its own research, but its primary role would be the disbursement of research and project grants to organisations, peace groups and individual researchers both inside and outside of tertiary institutions. It could play an important role in facilitating peace research throughout New Zealand, and in disseminating the results of this research. The main drawback of a Commission for Peace is that it is unlikely to be independent of government interference, and may be restricted from publicly criticising government policy, or from proposing policies which are not favoured by the government. Further, with a change of government such a Commission could be fairly easily closed down.

(3) Free Standing Research Institute

A peace research institute could be set up that was outside of government and outside of the tertiary system. Such an institute could be very similar to SIPRI or PRIO. The primary function of such a peace research institute would be to conduct research and to disseminate the results, but it could also play a role in teaching peace studies. The independence of a peace research institute would depend very much on the charter under which it was established, and on the composition and appointment procedure for its governing bodies. The main drawback of a peace research institute is that it would be more expensive to set up than a university centre, for example.

Preferred Model

It is desirable that the centre concentrate mainly on research, the development of resources and the dissemination of information initially, to allow it to build up its credibility. It will also be important for the centre to establish its independence from government interference. Thus, the preferred model for a peace research centre would be a university centre, or a free standing peace research institute. It would be cheaper to set up the centre within a university, as this would give access to existing facilities.

Whichever model is chosen, steps should be taken to ensure the independence of the centre from government interference. Any legislation or charter which is used to set up the peace research centre should clearly establish the independence of the centre. Further, the composition of any advisory committee or governing board should be based on a formula which is clearly set out initially. Government representation on any governing body should be limited, and the government should not be responsible for making appointments to the governing bodies, or to the centre. Any governing body should include representatives from the peace movement, including women and indigenous peoples.

OPTION 3: SUPPORT AND ENCOURAGE THE DEVELOPMENT OF PEACE RESEARCH IN TERTIARY INSTITUTIONS

Short of setting up a national peace research centre, there are a number of steps which could be taken by the government or PACDAC to stimulate the development of peace research in New Zealand.

Funding of research programmes

PACDAC already provides some funds to groups and individuals who are undertaking peace research within New Zealand. However, PACDAC's funds are very limited. The government could give a one-off grant to top up the PADET⁴¹ funds, so that PACDAC would have more money available to allocate for peace research. Alternatively, the government could make an annual allocation of funds which PACDAC could distribute to peace researchers.

Encourage the setting up of Centres for Peace Research

Another way to stimulate the development of peace research would be to encourage and support the establishment of peace research centres within the tertiary institutions, such as the Centre for Peace Studies at the University of Auckland, or the Centre of Peace Studies and Conflict Resolution which has been proposed at the University of Canterbury. In addition to funding the activities of peace studies committees within the tertiary institutions (see Section 2.5, Option 3), which in itself is likely to create an interest in peace research, the government or PACDAC could provide grants to help establish such university centres on a sound footing.

Encourage links between peace researchers

Most of those involved in peace-oriented research mentioned the problem of isolation and lack of contact with other peace researchers in New Zealand. PACDAC could foster links between peace researchers in a number of ways. Firstly, by funding a regular newsletter which kept peace researchers in contact. Secondly, by staging annual or biennial conferences which brought peace researchers, peace educators and peace activists together. Thirdly, by encouraging the establishment of a peace studies association in New Zealand.

Funding of resources for peace research

The government or PACDAC could provide funds to enable libraries or resource centres to develop their collections of materials in peace related issues. In addition to this, PACDAC could fund the development of special resources. For example, a very useful resource for all peace researchers would be a guide to conducting research on peace related issues in the Pacific region. Such a guide could be similar to the very useful *Research Guide to Current Military and Non-military Affairs* written by William Arkin.

PRIORITIES

A first priority would be to develop a concrete proposal for a national centre for peace research in New Zealand, and to ensure that this proposal had broad support within the peace movement, and

support from both political parties. This proposal could then form the basis of a coordinated lobbying campaign for a national centre for peace research in New Zealand. Even if such a campaign were successful, it is likely to take some time before a national centre for peace research can be established. Given this, the best way to stimulate peace research in the short term, would be to fund the activities of the few existing peace researchers, and to encourage contacts and links between these researchers.

3.5 PEACE RESEARCH IN NEW ZEALAND TERTIARY INSTITUTIONS - LIST OF FACULTY RESEARCHERS

UNIVERSITY OF AUCKLAND

Name: Dr Ruth Butterworth

Department: Political Studies

Areas of Research:

- (1) International aspects of anti-apartheid movements - NGO's, UN, Churches.

Students Supervised:

- (1) Study of HART, the anti-apartheid movement in Aotearoa.
- (2) Analysis of reporting on conflict in South Africa by NZ news media.

Name: Dr. Jerome Elkind

Department: Law

Areas of Research:

- (1) New Zealand 'Bill of Rights'.

Students Supervised:

- (1) H. Summers: 'Recent developments in the recognition of fishing rights of indigenous people in New Zealand and the United States'.

Name: Dr Hans Everts

Department: Education

Areas of Research:

- (1) Resource material for cross-cultural counselling.
- (2) Evaluation of activities of the Toughlove organisation.
- (3) Skills training to help people improve relationships.

Name: Associate Professor Steve Hoadley

Department: Political Studies

Areas of Research:

- (1) Foreign affairs, and foreign and defence policy making.

Name: Associate Professor R. Horrocks

Department: English

Areas of Research:

- (1) The social effects of film and television.

Name: Pam Oliver & Kris Ferranto

Department: Psychology

Areas of Research:

- (1) Attitudes towards nuclear war among young New Zealanders.

Name: Dr Bryan Tuck

Department: Education

Areas of Research:

- (1) Evaluation of guidance and counselling interventions in schools.

Name: Dr Catherine West-Newman

Department: Sociology

Areas of Research:

- (1) Work on Waitangi Tribunals as an attempt to create a bicultural discourse.

Name: Associate Professor Robert White

Department: Physics/ Director Centre for Peace Studies

Areas of Research:

- (1) Nature of nuclear weapons and their effects.
- (2) Arms control and disarmament, particularly naval arms control and disarmament.
- (3) Nuclear ship visits and the 'neither confirm nor deny' policy.

UNIVERSITY OF CANTERBURY

Name: Dr Jacob Bercovitch

Department: Political Science

Areas of Research:

- (1) International conflict resolution.

Students Supervised:

- (1) Mediation by small states - the Algerian case.
- (2) International mediation - an analysis

Name: Dr. Colin Burrows

Department: Plant and Microbial Sciences

Areas of Research:

- (1) Nuclear and environmental issues.

Name: Dr Kevin Clements

Department: Sociology

Areas of Research:

- (1) The creation of a nuclear free New Zealand. (See book *Back from the Brink: The Creation of a Nuclear Free New Zealand*).
- (2) Arms control and disarmament.
- (3) Common Security in the Asia-Pacific region: Security strategies and the way you could implement alternative defence and security doctrines.
- (4) Sociology of conflict and conflict resolution, particularly third party mediation at national and international levels.

Name: Dr John Cookson

Department: History

Areas of Research:

- (1) History of conscientious objection and pacifism in New Zealand, 1930-1945.
- (2) Wartime society in New Zealand 1939-1945.
- (3) Britain during the Napoleonic Wars.

Name: J. S. Davidson

Department: Law

Areas of Research:

- (1) Nuclear weapons free zones and peace zones
- (2) Human rights.

Name: Richard Kennaway

Department: Political Science

Areas of Research:

- (1) Various aspects of New Zealand foreign policy, including the growing international dimension of the environmental issue.

Name: Dr Peter Low

Department: French

Areas of Research:

- (1) Compiling an anthology of peace poetry in New Zealand.
- (2) Language as education towards peace.

LINCOLN UNIVERSITY

Name: Dr Neil Cherry

Department: Natural Resources Engineering

Areas of Research:

- (1) Climate change and environmental effects.
- (2) Drought in Canterbury region. Working at building up partnership and empowerment through research on the local climate. Peaceful ways of resolving the traditional antagonism between the city and the country.

MASSEY UNIVERSITY

Name: P. Perry

Department: Sociology

Areas of Research:

- (1) New Zealand study of values - includes social and political attitudes on issues of international relationships. [With P. F. Green (Sociology) & A. Webster (Education)]

Name: Brian A. Ponter

Department: Sociology

Areas of Research:

- (1) Distribution of income and power in mental type groups.
- (2) Feminism and power in state bureaucracy.

Name: Dr F. Sligo

Department: Human Resource Management

Areas of Research:

- (1) Work on book *Quality Management*, Wellington, NZ Government Printer, 1990.

Name: Jeffry Shuka
Department: Social Anthropology
Areas of Research:

- (1) Anthropology of Peace and Conflict. Has contributed article to R. Rubinstein & M. Foster (Eds.), *The Social Dynamics of Peace and Conflict: Culture in International Security*, Westview Press, Boulder, 1986

Name: Paul Spoonley
Department: Sociology
Areas of Research:

- (1) Race relations.
- (2) The media and racism.
- (3) Right wing racism, including extreme forms.

VICTORIA UNIVERSITY

Name: Dr Rod Alley
Department: Politics
Areas of Research:

- (1) Alternative Security. Development of alternative models of security. An alternative conception of security for New Zealand. The social conditions required for implementation of alternative security strategies.
- (2) The Pacific region.
- (3) Peace and disarmament issues in New Zealand (both community and government), 1957 to 1972.

Students Supervised:

- (1) Thesis work on disarmament.
- (2) Thesis work on studies of New Zealand post nuclear war.

Name: Jim Collinge
Department: Education
Areas of Research:

- (1) Curriculum issues in peace education, particularly relating to controversial issues in schools.

Name: Professor K. Janaki
Department: Chair of International Relations
Areas of Research:

- (1) The third world and its participation in the international system.
- (2) International relations and defence policies of Japan, China and India.

Name: Dr S. Krishnamurthy
Department: Politics
Areas of Research:

- (1) Use of soldiers as peacekeepers. The experience of the Indian Peace Keeping Force in Sri Lanka.

Name: Ian Macduff

Department: Law

Areas of Research:

- (1) Training programmes in negotiation and mediation.
- (2) Cross-cultural conflict resolution.

Name: E.M. McLeay

Department: Politics

Areas of Research:

- (1) The politics of policing in liberal-democratic societies.

Name: James Veitch

Department: World Religions

Areas of Research:

- (1) Peacemaking as a Christian calling.

UNIVERSITY OF WAIKATO

Name: Margaret Avery

Department: History

Areas of Research:

- (1) Experience of British women in the Second World War.

Name: Dr M.D. Mills

Department: Psychology

Areas of Research:

- (1) Concepts of land in Maori and Pakeha.

Name: Dr Wayne Robinson

Department: Politics

Areas of Research:

- (1) Alternative Security. Theories of non-offensive and non-provocative defence and their applicability of New Zealand and Australia. The social conditions necessary to support a non-provocative defence policy.
- (2) Political dimensions of arms production with particular focus on Japan. Remilitarization in Japan. To what extent is this due to external pressures and to what extent are domestic pressures at work.

AUCKLAND COLLEGE OF EDUCATION

Name: John Buckland

Department: Social Studies

Areas of Research:

- (1) Editing book on peace education for teachers. *Peace Education: The New Zealand 1989*

CHRISTCHURCH COLLEGE OF EDUCATION

Name: Colleen Lockie

Department: Early Childhood Education

Areas of Research:

- (1) Collecting information on peace education and peaceful conflict resolution in early childhood.

FOOTNOTES

1. While little co-operation is evident between academics conducting research, the 'Peace Studies' course at Canterbury University seeks to encourage co-operative research. Students in this course undertake co-operative projects in small groups. The projects are gifted to the course at the end of the year and made available as resources for students in future courses.
2. Interview with Robert White; Robert White, Pam Oliver, "Proposal to Establish a Centre for Peace Studies", University of Auckland, undated.
3. Terry Locke, "Towards an Institute of Peace Studies in Aotearoa", April 1986, pp. 5-8, Letter from K. Boanas, 6/4/90.
4. Terry Locke, *op. cit.*; Interview with Owen Wilkes, Letter K. Boanas, 6/4/90.
5. Nicky Hager, 'The case against new frigates', PMA, Wellington, August 1988.
6. "The New Zealand Foundation for Peace Studies (Inc) - Education, Information and Research", undated; "The NZ Foundation for Peace Studies", undated. (Available from Foundation)
7. IPPNW = International Physicians for the Prevention of Nuclear War. SANA = Scientists Against Nuclear Arms.
8. "A Proposal for the Enlargement of the N.Z. Foundation for Peace Studies (Inc) on a Professional Basis".
9. Letter from Kate Boanas; Interview with June Gregg, Interview with Larry Ross and John Gallagher, Sharon Mast & Jan Robinson. *Peace, Disarmament and Social Research: an information resource*, Association of Social Science Researchers, Wellington, 1986, pp. 1-6.
10. Letter from Kate Boanas 6/4/90; Sharon Mast & Jan Robinson, *op. cit.*
11. Letter from Kate Boanas 6/4/90.
12. Dell Small, "Participatory Research: the whys and wherefores", *Race, Class and Gender*, 1989, p. 39.
13. Brigit Brocke-Urue, *Education for Peace: A Feminist Perspective*, pp. 124-125.
14. Dell Small, *op. cit.*, p. 40.
15. *Ibid.*, pp. 41-44; Interview with Linda Smith.
16. K. Boanas, J. Armstrong, M. Lovell-Smith, M. Lyttel, P. McCarthy & J. Severn, "Women's Challenge to a 'Peace' Conference".
17. Interviews with Kate Boanas, Neil Cherry, June Gregg.
18. The Peace Research Centre, Research School of Pacific Studies, Australian National University, *Review Report* May 1989.
19. A.J.R. Groom, "Memorandum on a Peace and Conflict Research Institute", Dunedin, May 1988.
20. Groom, *op. cit.*
21. SIPRI *Fact Sheet* SIPRI - *Research Programme 1989-1991*.
22. PRIO Annual Report 1988, *PRIO Forum*, No. 4, July 1989; *PRIO 1989*.
23. Biennial Report of the United States Institute of Peace, 1987, USIP Information Pamphlet.
24. Canadian Institute for International Peace and Security, *Annual Report 1988*, Gilles Grondin, "The Origins of the Canadian Institute for International Peace and Security" *CHIPS Background Paper* No. 6, August 1986.
25. Funding 1983-84 (\$A50,000), 1984-85 (\$A217,000), 1985-86 (\$A263,000), 1986-87 (\$A269,000), 1987-88 and in the remaining years (\$A350,000).
26. The Peace Research Centre, Research School of Pacific Studies, Australian National University, *A Progress Report*, April 1989; Peace Research Centre, *Review Report* May 1989.
27. Dr. Terry Locke, "Towards an Institute of Peace Studies in Aotearoa", April 1986, pp. 18-19.
28. Locke, *op. cit.* p. 14; Jim Chapple, 'A Commission for Peace and Disarmament in Aotearoa', Submission prepared on behalf of Peace Movement Aotearoa, February 1985, Appendix.
29. Chapple, *op. cit.*
30. Llewelyn Richards, "Not Being Fooled", *PeaceLink*, February 1985, pp. 16-17.
31. Locke, *op. cit.*, pp. 14-15.
32. *Ibid.*, pp. 16-17.
33. Dr. John Hinchcliff, "Proposal for a South Pacific Peace and Development Resources Centre at Auckland Technical Institute". See also Locke, *op. cit.*, pp. 21-23.
34. Gladys McGrath, "Proposal for a Pacific Culture and Peace Centre", Pacific Institute of Resource Management, Locke, *op. cit.*, pp. 23-25.
35. Dr John Robinson, "Pacific Peace Institute", Reflections on the South Pacific Project, Asia Pacific Research Unit, 21 Oxford St, Martinborough, 21 May 1985, Locke, *op. cit.*, pp. 25-26.

36. See John Gallagher, "Foreign Policy Options - Neutrality, Non-Alignment, Or What?", Paper presented to the First Annual N.Z. Nuclear Free Zone Conference, September 23, 1984, John Gallagher (On behalf of NZNFPA), "Submission to the New Zealand Planning Council on New Zealand After Nuclear War", 27 November 1987; John Gallagher, (On behalf of NZNFPA), "Development Assistance Under Positive Neutrality", Submission to the Foreign Affairs and Defence Committee Inquiry into Official Development Assistance, 12 February & 28 September 1988; "Global Repository of Knowledge - Breakthroughs", *Nuclear Free*, August 1989; Robert L. Hilliard, "The Survival of Knowledge: The New Zealand Plan", *Transnational Policy*, June 1989, pp. 94-98.
37. Kennedy Graham, "Reinforcing the global concept", *New Zealand International Review*, March/April 1987, pp. 25-27.
38. Interview with John Scott; See also John Scott, "Disarmament research: agenda for the 1990s", *NZ International Review*, May/June 1988, pp. 5-7.
39. Kevin Clements, "Draft Proposal for a Centre of Peace Studies and Conflict Resolution at the University of Canterbury", 1989.
40. Owen Wilkes has suggested that there is a need for a yearbook similar to the *Arms/Armaments and Disarmament* yearbook put out by SIPRI, but which concentrated on the South Pacific. While this might be desirable the production of such a yearbook would be likely to occupy most of the resources of a small centre.
41. PADET = Peace and Disarmament Education Trust.

4. PEACE STUDIES COURSE DATA BASE

This chapter contains the 'Peace Studies Course Data Base'. This is a data base of existing and planned courses taught in New Zealand tertiary institutions which *would* be categorized as peace studies. That is, all courses which study peace or related issues. The data base has been compiled from two sources: responses from the questionnaire which was sent to tertiary institutions as part of this survey; and a survey of course handbooks. As was noted in Section 2.1, it is important to keep in mind that not all of those who were teaching these courses would consider that they were teaching peace studies, or would consider their course to be part of a peace studies programme. Courses have been included in the data base because it was considered that their content was relevant to the promotion of a more peaceful society. Where a questionnaire return has not been received for a course, this is indicated in the data base by placing an asterisk (*) after the course name.

The data base is arranged into three sections. Section 4.1 gives details of all peace studies courses taught in New Zealand tertiary institutions in 1989. The courses have been divided into ten categories: (1) peace studies; (2) peace education; (3) conflict and conflict resolution - (i) international and general, (ii) conflict resolution in the workplace, and (iii) group and personal conflict resolution; (4) international relations and security studies - (i) security, arms control and disarmament, (ii) international relations and foreign policy, and (iii) origins and causes of war; (5) international law and organisations; (6) peace, war and society - (i) peace movements, (ii) images of peace and war, and (iii) impact of war on society; (7) social sources of conflict - (i) racism and race relations, (ii) sexism and gender relations, and (iii) other sources of social conflict; (8) third world and development; (9) religious and ethical perspectives on war and peace, and (10) community education - (i) issues of peace and war, (ii) conflict resolution, and (iii) racism and race relations.

In addition to the course name, the data base entries contain details of the department and institution in which the course is taught, the names of staff involved with teaching the course, the number of students enrolled, and a description of the course content. Some entries also contain details of the methods which are used to teach the course, the assessment procedure, and a brief bibliography. Where available, the data base entries also include an assessment made by staff teaching the course of the percentage of the course which is explicitly related to peace, and the percentage which could be related to peace.

Section 4.2 of the data base contains details of planned peace studies courses. Finally, Section 4.3 of the data base lists both current and planned peace studies courses by the institution in which these courses are taught.

4.1. PEACE STUDIES COURSES IN NEW ZEALAND TERTIARY INSTITUTIONS IN 1989

PEACE STUDIES

INCO 214 - Peace Studies
Interdepartmental course/ Arts Faculty
University of Canterbury

Level Course Taught: 2nd year undergraduate

Qualification: B.A. & B.Sc.

Course Convenor: Dr. Colin Burrows (Plant & Microbial Sciences)

Lecturers: Dr. Richard Kennaway (Politics), Dr. Kevin Clements (Sociology), Dr. Peter Lowe (French), Kate Boanas, Maunice Gray (Resource Management)

Pre-Requisites: Any 12 credit points

Student Enrolments: 1989 (32), 1988 (34)

% Course Explicitly Related to Peace: 100%

Course Content:

The course is divided into two main sections:

1. Conflict and conflict resolution at the personal and community level. The peace movement. Education for peace
2. Conflict and conflict resolution at the international level. Pacific Basin issues. Peace-keeping and disarmament.

<u>Week</u>	<u>Date</u>	<u>Topic</u>
1.	Mar 1	Introduction to each other, the course & scope of peace studies.
2.	Mar 8	Can people be peaceable? Presentation & Discussion.
3.	Mar 15	Women's Perspective.
4.	Mar 22	Can Pakeha men be peaceable?
5.	Mar 29	Conflict resolution, personal & community.
6.	Apr 5	Conflict resolution continued.
7.	Apr 12	Maori protocol.
8.	Apr 19	Free week in lieu of Marae visit. Use for projects.
9.	Apr 26	General course discussion, evaluation. Term 2 planning.
10.	May 24	Treaty of Waitangi: Ngai Tahu case study.
11.	May 31	Injustice and conflict in Samoa, Kanaky, Fiji.
12.	Jun 7	N.Z. Peace Movement (Elsie Locke).
13.	Jun 14	Education for Peace
14.	Jun 21	Flexible - project.
15.	Jun 28	Theories of International Relations: Main units of analysis.
16.	Jul 12	Challenges to peace - E.W. conflict, deterrence theory, nuclearism.
17.	Jul 19	Challenges to peace - N.Z. problems & responses to nuclear issues.
18.	Jul 26	Project presentations.
19.	Aug 2	Challenges to peace - underdevelopment, environmental degradation etc.
20.	Aug 9	Challenges to peace - N.Z. problems and responses to underdevelopment and environmental degradation.
21.	Sept 6	Common Security and Alternative Defence.
22.	Sept 13	Anti-Nuclear politics: N.Z. Case Study

23.	Sept 20	The United Nations: Peacekeeping, Mediation, Disarmament
24.	Sept 27	The United Nations etc continued
25.	Oct 4	Hope for the future. Final evaluation/ celebration.

Teaching Methods:

The course is conducted by seminars and discussion groups (with much participation by students), as well as by lectures. Guest lecturers are brought in for certain topics. An overnight visit to a local Masei, near the end of the first term is also part of the course work. A major project, shared with one or two other participants, is used to allow students to explore areas of their own interest and to help them to learn to work co-operatively. A half-day 'field trip' is held early in the course to get projects started.

Assessment:

In-term assessment is by one essay (20%) and a project (50%). The rest of the assessment is by a written examination (30%) at the end of the year.

Bibliography:

The respective teachers explain their parts of the the course and hand out reading lists at the first session.

PEACE EDUCATION

EDUC 306 - Peace Education
Education Department
Victoria University of Wellington

Level Course Taught: 3rd year, undergraduate
Qualification: B.A.

Lecturer: Mr. Jim Collinge

Pre-Requisites: 12 relevant 200 level credits

Student Enrolments: 1989 (25), 1987 (66), 1986 (72)

% Course Explicitly Related to Peace: 100%

Course Content:

This course examines both practical and philosophical issues in Peace Education. Topics covered include:

- (1) Building peaceful relationships, conflict resolution, co-operative approaches to education.
- (2) Peace education and development education.
- (3) Curricula for Peace Studies in Schools
- (4) Peace Education and anti-sexist or anti-racist education.
- (5) Education in Nuclear matters
- (6) Philosophical/ ethical/ political issues in Peace Education. Peace Education and its critics.

<u>Date</u>	<u>Topic</u>
Feb 28	Introduction.
Mar 7	Jim Collinge - introduction to peace education.
Mar 14	Jim Collinge - continued introduction.
Mar 21	Kathie Irwin - A Maori view of Peace Education.
Apr 4	Claire Fletcher (Psychology Dept) - Psychologists for Peace.
Apr 11	Dean Patten (Health Dept) - Adolescents and Nuclear War.
Apr 18	Ian Bassett (Dept of Education) - Politics of Peace Education in New Zealand.
May 2	Llyn Richards (N.Z.C.E.R.) - Disarmament Education.
May 23	Jim Collinge - Using video in Peace Education.
May 30	Des Brough (Wellington College of Education) - Peace Education in Teacher Education.
Jun 6	Jim Collinge - Peace Education and its critics.
June 13	Jim Collinge - Conclusion and summary.

Teaching Methods:

The course will be taught in a combination of lectures and seminar/ workshops, with the emphasis on the seminars. There will be a one hour lecture on Tuesdays. A range of guest lecturers will be used for this session. Videos will also be shown for discussion. In addition you will be required to attend a weekly two-hour seminar at a time to be arranged. In these seminar/ workshops you will be asked to present to the group regular reports on your work in progress.

Assessment:

The assessment will take the form of two pieces of work, each worth 50%

- (1) A journal of your reading during the course, including notes and reflections on material covered in the lectures.
- (2) A report on your investigation into a specific aspect of Peace Education.

Bibliography:Recommended Reading:

- Brock-Utne, Brigit. *Education for Peace: A Feminist Perspective*, Pergamon Press, 1985
- Education for Peace: Explanations and Perspectives*, Commonwealth Schools Commission, Australia, 1986.
- Curle, Adam. *Making Peace*, Tavestock Publications.
- Curle, Adam. *Mythos and Militancy*, Tavestock Publications, 1972.
- Curle, Adam. *Education for Liberation*, Tavestock Publications, 1973.
- Galtung, Johan. *Essays in Peace Research*, Christian Ejlert, 1978. (esp. Vols. 1 & 3)
- Haavelrud, Magnus (ed). *Approaching Disarmament Education*, Westburg House, 1981.
- Carlsson-Paige, N. & Levin, D.E. *Helping Young Children Understand Peace, War and the Nuclear Threat*, N.A.E.Y.C., Washington DC, 1985.
- Extending Peaceful Relationships*, N.Z. Foundation for Peace Studies, 1987.

Journals - There is a wide variety of material in journals. The following references are special issues of journals devoted to Peace Education.

- Cambridge Journal of Education*, Vol. 17, No. 1, Lent Term 1987.
- Harvard Educational Review*, Vol. 54, No. 3, August 1984.
- International Review of Education*, Vol. 29, No. 3, 1983.
- Teachers College Record*, Vol. 84, No. 1, Fall 1982.
- McGill Journal of Education*, Vol. 22, No. 3, Fall 1987.

EDUC 524 - Peace Education
Education Department
Victoria University of Wellington

Level Course Taught: postgraduate

Qualification: Master of Education (Education Policy & Research)

Lecturer: Mr. Jim Collinge

Pre-Requisites: Admission to M.Ed. programme

Student Enrolments: 1989 (4)

% Course Explicitly Related to Peace: 100%

Course Content:

A study of research and policies in Peace Education with particular emphasis on schools. Topics will include dealing with conflict, peace studies across the curriculum, education in nuclear matters and philosophical, ethical and political issues in peace education.

Teaching Methods:

The course has only a small handful of students so it is taught in seminars with students presenting papers.

Assessment:

Assessment is by a substantial research project.

Bibliography:

A number of papers are handed out for discussion. Otherwise, the readings are suited to the needs of the individual student.

Peace Education Option
Department of Social Studies
Auckland College of Education

Level Course Taught: Secondary Teacher Trainees
Qualification: Diploma of Teaching

Lecturers: Mr. John Buckland & Mr David Metzger

Student Enrolments: 1988 (12), 1987 (12)

% Course Explicitly Related to Peace: 100%

Course Content:

Introduction to Peace Education. Interpersonal relationships. Communication and conflict resolution skills. Nuclear issue and implications for science teaching.

30.201C - Issues of War and Peace*
General Studies
Hamilton Teachers College

Lecturer: Dr. R.C. Smith

Course Content:

An examination of some of the ethical and practical questions concerning war and peace. The course will aim to provide a background to "Peace Studies" as well as being of general interest, and the intention will be to encourage a critical approach to some of the most contentious contemporary issues, whilst at the same time keeping sight of the need to come to decisions.

14.210 - Introduction to Curriculum Studies
Education Department
University of Auckland

Level Course Taught: 2nd year, undergraduate
Qualification: B.A. and B.Ed.

Course Convenor: Dr. Derek Hodson

Pre-Requisites: One Stage 1 Education Paper

Student Enrolments: 1989 (56)

% Course Explicitly Related to Peace: 4%

Course Content:

The course aims to provide students with a range of theoretical perspectives from which to study episodes in curriculum history and to criticize contemporary proposals for curriculum change. The course includes a lecture on Peace Studies (Yvonne Duncan, Senior Teacher, Northcross Intermediate School), and also includes peace-related topics such as gender issues in education, multicultural education and issues in Maori education.

CONFLICT AND CONFLICT RESOLUTION

INTERNATIONAL AND GENERAL

POLS 310 - International Conflict and Its Management
Department of Political Science
University of Canterbury

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

Lecturer: Dr. Jacob Bercovitch

Student Enrolments: 1989 (40), Other years (25 - 30)

% Course Explicitly Related to Peace: 75%

% Course Could Be Related to Peace: 75%

Course Content:

The course is designed to introduce students to the study of social conflict and its management, paying particular attention to international conflict. More specifically the course will seek to develop an understanding of the origins and dynamics of conflict, an awareness of its incidence, and an appreciation of some of the methods utilized in managing it. The course purports to combine theory and practice and provide students with a framework of analysis as well as skills that may be useful in dealing with conflicts more constructively.

Topic No. Topic

Section A: Analysis:

1. The Nature and Analysis of Conflict.
2. Sources of International Conflict.
3. Conflict: Styles of Responses to Conflict.
4. Conflict: The Process of Escalation.
5. Conflict Escalation - The Psychological Dimension.
6. Children's Perception of International Conflict.
7. Attitudes and Beliefs About Nuclear Conflict.
8. Decision Making in Conflict: The Groupthink Syndrome.
9. International Conflict: Termination and Outcomes.
10. Terrorism as International Conflict.
11. Conflict in the Middle East: Analysing International Conflicts.

Section B: Incidence:

12. Conflict in International Relations: The Empirical Dimension.
13. The UN and International Conflict.

Section C: Management:

14. Bargaining and Negotiation as an Approach to Conflict Management.
15. International Negotiation: Concession-Convergence or Formula Detail?
16. International Negotiation: The Effect of Personality.
17. Mediation and Third Party Intervention.
18. Alternative Approaches to Conflict Management: The Theory.
19. Alternative Approaches: The Practice.
20. Creative Approaches to Conflict (I and II).

Other relevant issues (e.g. the media in international conflict, the Falklands Conflict, attitudes in conflict etc.) may also be introduced.

Teaching Methods:

The course consists of a series of lectures and seminars. There are also opportunities for role-playing and simulation exercises.

Assessment:

Students are required to write two essays and sit a final examination. For their second essay students will be encouraged to examine in detail, and submit a project on, a particular international conflict. Such essays may form the basis of a subsequent seminar presentation. The second essay will be chosen by students after consultation with the lecturer. Course assessment will be based on the following four components: First essay (25%), Second essay (35%), Examination (30%), Tutorial Participation (10%).

Bibliography:

There is no single book which is sufficiently comprehensive in its coverage of the subject. The following books have been placed on reserve and will be used quite extensively.

Bercoff, J. *Social Conflict and Third Parties*
 Boulding, K. *Conflict and Defense*
 Deutsch, M. *The Resolution of Conflict*
 Kriesberg, L. *Social Conflict*
 Mitchell, C. *The Structure of International Conflict*
 Pruitt, D & Rubin J.Z. *Social Conflict*

Journals used:

Journal of Conflict Resolution
Journal of Peace Research
Journal of Social Issues
International Studies Quarterly
American Political Science Review
International Organization

An extensive list of readings is issued for each lecture topic.

30.302 - Topic in Conflict Resolution: Regulation V Resolution in Southern Africa

Department of Political Studies
 University of Auckland

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

Lecturer: Dr. Ruth Buterworth

Pre-Requisites: 2 x 1st year & 2 x 2nd year Political Studies subjects, or by special permission

Student Enrolments: 1989 (60)

% Course Explicitly Related to Peace: 50-60%

% Course Could Be Related to Peace: 75-80%

Course Content:

The course introduces students to the analysis of conflict and the methods of conflict resolution. Course content includes study of the distribution of power and values in the societies and state and regional systems of Southern Africa. What is involved is analysis of the interlocking strands of race, class, and nationalism, the international relations of the anti-apartheid movement and the apartheid state, the changing relationship of capitalism and apartheid, and the development of alliances together with the divisions of interest within these. The analysis of current and historical development is directed to the elucidation of the potentialities and limitations of such tools as mediation, arbitration, peace-keeping, legal process at local, national and international levels.

SOCI 621B - Special Topic: Conflict and Conflict Resolution
Sociology Department
University of Canterbury

Level Course Taught: Honours
Qualification: B.A./B.A. (Hons), M.A.

Lecturer: Dr Kevin P. Clements

Pre-Requisites: Sociology 101/ 102/ 103/ 104

Student Enrolments: 1989 (2)

% Course Explicitly Related to Peace: 100%

Course Content:

Week Date Topic

Conflict:

- | | | |
|-----|--------|--|
| 1. | Mar 1 | Introduction - Shared Expectations. |
| 2. | Mar 8 | Defining the Field - What is Conflict? |
| 3. | Mar 15 | Functions/ Dysfunctions of Conflict. |
| 4. | Mar 22 | Conflict as communication. |
| 5. | Mar 29 | Interpersonal/ Intergroup Conflict. |
| 6. | Apr 5 | Industrial Conflict/ Conflict at Work. |
| 7. | Apr 12 | Violence, Aggression and Crime. |
| 8. | Apr 19 | States, Nationalism/ Patriotism, Conflict. |
| 9. | Apr 26 | War - The Causes of War and Justification of Violence. |
| 10. | May 24 | Organised Violence - The Role of the Armed Forces |
| 11. | May 31 | The Changing Nature and Types of Warfare. |
| 12. | Jun 7 | The Cold War and Nuclearism. |

Conflict Management/ Conflict Resolution:

- | | | |
|-----|--------|--|
| 13. | Jun 14 | Conflict Solving - Personal Conflict Resolution. |
| 14. | Jun 21 | Interpersonal Problem Solving - Two Party & Mediated. |
| 15. | Jun 28 | Labour/ Management Conflict Resolution. |
| 16. | Jul 12 | The State, the Law and Conflict Resolution. |
| 17. | Jul 19 | The Role of Third Parties in International Conflict Resolution. |
| 18. | Jul 26 | Osgood's "Graduated Reciprocated Unilateral Initiatives for Peace" |
| 19. | Aug 19 | The United Nations and Peacemaking. |
| 20. | Aug 26 | Religion and Conflict Resolution. |

Field Trips:

- | | | |
|-----|--------|---|
| 21. | Sep 6 | Counsellors and Conflict - NZMGC. |
| 22. | Sep 13 | Industrial Arbitration in NZ - Visits with Trade Unions and Employers |
| 23. | Sep 20 | Neighbourhood Mediation/ Mediation in Schools. |
| 24. | Sep 27 | Organised and Controlled Violence - Visits to Burnham/ Wigram. |
| 25. | Oct 4 | Course Evaluation. |

There are a wide range of other topics such as inter-ethnic conflict, bargaining and negotiating processes, consensus decision making, game theory, women and conflict etc, that would be interesting to explore also. The lecture outline is a very basic framework on which the course is built. The course is sufficiently flexible to accommodate everyone's specific interests.

Teaching Methods:

Depending on the number of students the programme will consist of seminars/ workshops/ role plays etc aimed at understanding the nature and scope of conflict and strategies for conflict management and resolution.

Assessment:

(1) A bibliographic essay on some aspect of conflict studies (25-30%). (2) A field trip report (25-30%). (3) The remaining 50 or 60% to be assigned for work done during the year for class preparations, building up personal data bases, writing diaries recording and analysing conflictual episodes during the year, reports on simulated role plays etc. Assessment is subject to adaptation at the introductory session.

Bibliography:

No set texts but Georg Simmel's book on *Conflict* and Lewis Coser's *The Functions of Social Conflict* will provide some of the "classical" sociological background to the contemporary discussions. Other readings will be handed out during the year.

POLS 614 - International Relations: Mediation in International Relations
Department of Political Science
University of Canterbury

Level Course Taught: Honours
Qualification: B.A. (Hons)

Lecturer: Dr. Jacob Bercovich

Course Content:

Mediation is one of the most important forms of conflict management in international relations. In spite of this it has only recently become a matter of serious enquiry. This course aims to contribute to our understanding of mediation by examining the scholarly literature on the subject and studying specific instances of mediated conflicts at various levels of analysis. Theoretical propositions will be examined throughout in the light of the empirical cases chosen. Special emphasis will be given to comparative analysis of international mediation, mediation behaviour and mediation effectiveness.

<u>Topic No.</u>	<u>Topic</u>
1.	Mediation as a Form of Conflict Management.
2.	International Mediation: Theoretical Aspects.
3.	Experimental Studies in Mediation.
4.	Mediation Strategies.
5.	Conditions for Successful Mediation.
6.	International Mediation: Incidence and Outcomes.
7.	Individual Mediation: Informal/ Problem Solving.
8.	Individual Mediation: Formal.
9.	Mediation Efforts of Medium Powers.
10.	Humanitarian - Organisational Mediation.
11.	Mediation by Large States: Kissinger and the Middle East Conflict.
12.	Mediation by Large States: Carter and Camp David.
13.	The UN and International Mediation.
14.	Mediation Attempts in the Falklands/ Malvinas Conflict (As comparison of small state, large state and UN efforts)
15.	Criteria for Evaluating Intervention Outcomes.
16.	Conclusion: Differences and Similarities in International Mediation.

Teaching Methods:

The course consists of a series of lectures and seminars.

Assessment:

Students are required to write two essays, the first of about 2500-3000 words in length, and the second of about 4000-5000 words in length and to address itself to a concrete, empirical problem. Students will also have to make a seminar presentation in the first and second section of the course. The overall mark will reflect essay grades, seminar presentation and class participation.

Bibliography:

There is no single textbook which covers the field in a satisfactory fashion. The following books, though, are particularly useful and have been placed on the reserve list.

Bercovitch, J. *Social Conflict and Third Parties*

Kalb, D. *The Mediators*

Pruitt, D.G. *Negotiation Behaviour*

Pruitt, D.G. & Rubin, J.Z. *Social Conflict*

Touval, S. *The Peace-Enthusiasts*

Folberg, J. & Taylor, A. *Mediation*

Moore, C.W. *The Mediation Process*

Rubin, J.Z. (ed.) *The Dynamics of Third Party Intervention*

An extensive list of readings is issued for each lecture topic.

CONFLICT RESOLUTION IN THE WORKPLACE**Management & Organisation of Trade Unions**

Centre for Continuing Education

University of Waikato

Qualification: Certificate in Labour & Trade Union Studies

Pre-Requisites: None

Course Content:

Negotiation; advanced management skills; goal setting; conflict resolution; union structures; Issues - health and safety, affirmative action, the media, changing technology, productivity.

INRC 303 - Comparative Industrial Relations*

Faculty of Commerce & Administration

Victoria University of Wellington

Level Course Taught: 3rd year, undergraduate

Qualification: B.C.A.

Course Content:

International labour law & industrial relations. Topics of contemporary relevance to NZ industrial relations are examined within a comparative framework. Topics include: collective bargaining, the process and the parties; worker participation at the plant level; industrial conflict resolution, personal grievances.

Industrial Relations at the Enterprise Level*

Faculty of Commerce & Business Administration

Victoria University of Wellington

Qualification: Certificate in Industrial Relations

Course Content:

Personnel and supervisory functions; Communication, motivation and the exercise of authority; Theories and manifestations of industrial conflict; The handling of conflict in the workplace; The development, structure and role of industrial organisations; The supervisor/ union-delegate relationship. Worker participation.

MGMT 213 - Industrial Relations*

Department of Management
University of Otago

Level Course Taught: 2nd year, undergraduate

Course Content:

A study of NZ industrial relations legislation, trade unionism, collective bargaining, arbitration, motivation, job satisfaction, industrial conflict, incomes policy, productivity bargaining, and industrial democracy

Business Skills in the Workplace

Department of General Studies
Waikato Polytechnic

Course Content:

Listening skills, negotiating skills; Conflict resolution; Service skills and so on. By doing the course the student would have the skills to be able to handle conflict by using win-win outcomes

GROUP AND PERSONAL CONFLICT RESOLUTION**LAWS 337 - Negotiation and Mediation**

Faculty of Law
Victoria University of Wellington

Level Course Taught: 4th year, undergraduate

Qualification: LLB

Lecturer: Ian Macduff

Pre-Requisites: entry to final year of Law Degree

Student Enrolments: 1989 (25), 1988 (25)

% Course Explicitly Related to Peace: 0 to 12%

% Course Could be Related to Peace: 12 to 25%

Course Content:

1. The purpose of this class is to assist participants in developing and improving their skills in mediation and negotiation practice. This purpose embodies a recognition that negotiation forms a large part of what lawyers do.

2. Negotiation practice is most often encountered in the setting of dealing with disputes. For this reason, a necessary element of the course will be a consideration of the nature of conflict and its management. Negotiation and mediation skills will also be dealt with in less contentious settings, where the task is that of the completion of a transaction rather than the resolution of conflict. Ideally, a common thread of the negotiation process will emerge from a range of contexts in which the lawyer may need to call on such skills.

3. The skills of negotiation and mediation may be broken down and identified as those of dispute management, bargaining, problem solving, effective communication, and relationship skills. The

purpose of this course is to provide an introduction to this range of skills, primarily through the experience of dealing with disputes and transactions in a range of simulation exercises and through review of those exercises.

4. The several parts to the course are:

- (i) to provide a setting in which participants identify and deal with the range of choices that may need to be made in negotiation, with particular reference to the interpersonal, ethical and cultural dimensions of such encounters;
- (ii) to provide, through reading and discussion, a sound theoretical basis for negotiation, through which participants may develop their analysis of both social conflict and the management of it through negotiation and mediation;
- (iii) to identify, in practice and discussion, the assumptions through which we and others approach negotiation, and particularly those assumptions which lead us to negotiate in combative and adversarial ways;
- (iv) to provide, through a range of simulation exercises, a number of different settings in which problem solving skills might be used and in which the specific needs of parties and disputants may vary considerably. Such simulations will include bilateral, multiparty and cross cultural settings, in a range of legal substantive contexts;
- (v) to enable participants to begin to identify and develop their own approach to negotiation practice;
- (vi) to identify and deal with the range of ethical issues which may be raised in negotiation practice;
- (vii) to develop, through the experience of this course, the bases on which the course, reading materials, simulations and process might be improved, through regular and detailed feedback.

Teaching Methods:

If there is a single idea which informs the pedagogy of this course, it is that the effectiveness of learning is demonstrated in the way in which we change our behaviour. For this reason, the course begins, in effect, at the stage each of us has reached in negotiation experience and seeks to move out from that point first, to identify ways in which that experience might be integrated with existing models of effective practice, and second to assess ways in which we change as we learn from experience.

The basis of the course is one of experiential learning. Thus the course structure revolves around a core of practical simulation exercises in mediation and negotiation practice, including an extended weekend negotiation. In addition, students are expected to read widely, and critically, the literature on dispute resolution and to keep a regular journal: first, to record issues and ideas learned during the course; second, to identify the particular lessons learned from practice sessions; and third, to note areas in which the course, the simulation exercises, and the materials might be improved, and to complete written assignments. Use is made of video resources in order to be able to conduct at least one negotiation and mediation 'on camera' as a means of self-assessment.

Assessment:

Assessment of the course is based on the following:

- (i) a course journal is to be submitted in four parts during the course;
- (ii) the satisfactory completion of several written assignments;
- (iii) You will be required to submit three brief memoranda outlining elements of your preparation for particular negotiations or mediations.
- (iv) All students will be required to submit a 3000 word research paper in which the conclusions on some aspect of mediation or negotiation are presented.

- (v) participation in simulation exercises, weekend negotiation and negotiation with outside participants.

Bibliography:

Texts:

Fisher, R. & Ury, W. *Getting to Yes: How to negotiate agreement without giving in*
 Fisher, R. *Getting Together: Building a Relationship that Gets to Yes*, 1988.

Other materials for this course will be prepared and distributed in loose leaf form, available at cost.

25.333 - Negotiation, Mediation and Dispute Resolution

Law School

University of Auckland

Level Course Taught: 3rd year, undergraduate

Qualification: L.L.B.

Lecturer: Pam Ringwood

Pre-Requisites: Entry to 3rd year of Law Degree

Student Enrolments: 1989 (44), Other Years (approx. 40)

% Course Explicitly Related to Peace: 100%

Course Content:

a. PERSONAL SKILLS AND GROUP DYNAMICS

- understanding your own potential
- understanding how a group of two or more works
- basic tools for negotiation and mediation

b. ALTERNATIVE METHODS OF DISPUTE RESOLUTION

- Negotiation
- Mediation
- Arbitration
- definitions for them all, processes, aids and traps

c. TEAM WORK

- other disciplines, the law as a profession and contrast with other methods

d. GENERAL QUESTIONS

- comparison with other cultures and societies
- ethics
- the future of law

Teaching Methods:

The course is taught partly by lecture and partly by role playing, group discussions and so on. Lecture notes are handed out and each two hours of the weekly four hours includes a practical assignment which must be written up in a journal. The practical assignments cover - getting acquainted and becoming accustomed to speaking in class, simple interviewing, working in groups, group pressures, personal attitude knowledge, learning to assess, evaluate, clarify and communicate, learning to separate issues of opinion from those of fact, learning to deal with bluff, abuse and one upmanship, to draw conclusions together, to create and mingle resources, to evaluate appropriate means of dealing with the dispute, ethnic and sexual considerations. This work is flexible as different classes vary in their strengths.

Students are required to read handouts, and to answer a book test in their own time based on the handouts. They are also required to keep a journal on their practical work in the seminars which are 4 hours a week for one semester. Use is made of audiovisuals to allow students to see how they work and to see how others work.

Assessment:

Book tests (50%). Journal, which includes answers to practical assignments (50%).

Bibliography:

Required Reading:

Fisher & Urey, *Getting to Yes*

Folberg and Taylor, *Mediation*

Holdsworth, *Advocacy and Negotiation in Industrial Relations*

Williams, *Legal Negotiation and Settlement*

Howells and Cathro, *Mediation in NZ*

An extensive set of readings "Negotiation and Mediation Materials" is issued to each student

LAWS 339 - Negotiation, Mediation and the Lawyer

Law School

University of Canterbury

Level Course Taught: mostly final or penultimate years, undergraduate.

Qualification: Law Degree

Lecturer: Jane R. Chart

Pre-Requisites: None

Student Enrolments: 1989 (24), Other Years (24). Restricted entry.

Course Content:

The course aims to:

- (1) familiarise students with alternative strategies, tactics and ways of thinking about negotiation, mediation and the client-lawyer relationship.
- (2) promote students' awareness of the practical implications of alternative strategies and tactics.
- (3) alert students to the professional responsibility issues and value choices involved in the client-lawyer relationship and the negotiation and mediation processes.
- (4) to promote students' understanding of interpersonal issues faced by the lawyer.
- (5) to enhance students' skills and confidence in working with clients, and with other lawyers, in the context of interviewing, counselling, negotiation and mediation.

Date:

Activity:

- | | |
|------------------|--|
| Feb 28 | (1) <u>Introduction:</u> goals and structure of the course. Preparing for negotiation or mediation.
(2) <u>Legal Interviewing:</u> Interviewing exercise; discussion. Videotape of lawyer interview |
| Mar 7 | <u>Legal Interviewing:</u> (1) Interviewing exercises (2) Discussion of readings |
| Mar 8, 9, 12 | <u>Legal Interviewing:</u> Practice sessions to be videotaped |
| Mar 8, 9, 12, 13 | <u>Legal Interviewing:</u> Feedback sessions |
| Mar 14 | (1) <u>Legal Interviewing:</u> discussions of practice sessions; readings. Preparation for negotiation or mediation.
(2) <u>Legal Counselling:</u> exercises, discussion of readings |
| Mar 15, 16, 19 | <u>Legal Counselling:</u> Practice sessions to be videotaped. |

Mar 15, 16, 19, Legal Counselling: Feedback sessions
20.

Mar 21 Negotiation: Introduction; Negotiation exercise; discussion; videotape.

Mar 27, 28, 29, Negotiation: Practice sessions to be videotaped
30

Mar 28, 29, 30 Negotiation: Feedback sessions

Apr 2.

Apr 4 Negotiation: Strategies, tactics; Analysis of concepts; Ethics, lawyer's role.

Apr 7 Negotiation Workshop

Apr 11 Negotiation: goals and theory; legal professional responsibility.

Apr 18, 19, 20 Negotiation: Taping and feedback sessions
23, 24.

Apr 25 Review of negotiation issues

Jun 9 Mediation Workshop

Jun 12, 13 Mediation: Practice sessions to be videotaped.

Jun 13 Contexts of mediation

Jun 13, 14 Mediation: feedback sessions

Jun 20 Ethical and value issues for the lawyer as mediator; Lawyer's responsibilities as counsel in mediation.

Teaching Methods:

As far as possible the course will seek to integrate (1) theory and practice, and (2) the various dimensions of negotiation and mediation (together with the client interviewing and counselling which precede these processes): conceptual, interpersonal skills, values and ethics. To do this the course will use:

Readings which will be regularly assigned for class discussion and/ or part of preparation for the skills practice sessions

Skills practice (simulations): Simulations are scheduled for interviewing, counselling, negotiation and mediation. They will be videotaped as this provides the most useful means to appreciate what behaviours promote (or sabotage) effectiveness

Feedback sessions which follow videotaped simulations

Workshops which permit fuller examination of the negotiation and mediation process than is possible during class time.

Class discussion allows the exploration and analysis of concepts and issues that emerge from the readings and from experience

Assigned papers (2) which will involve analysis of the negotiation and mediation process in the light of your experience in the simulations and feedback sessions, and having regard to the readings.

Assessment:

Paper I (Negotiation) 60%; Paper II (Mediation) 40%.

Bibliography:

Fisher and Ury, *Getting to Yes*

Binder and Price, *Legal Interviewing and Counselling: a Client Centred Approach*

LEXS 443 - Negotiation

Law Faculty

University of Otago*

Level Course Taught: 3rd or 4th year, undergraduate.

Qualification: L.L.B.

Course Content:

An examination of negotiation techniques and strategy, including student participation in mock negotiations, eg. industrial disputes and litigation settlement conferences.

SS101/ SS106 - Studies in Teaching (Social Studies)
Department of Social Studies
Auckland College of Education

Level Course Taught: 1st, 2nd and 3rd year, undergraduate
Qualification: Dip. Teaching

Lecturers: John Buckland

Student Enrolments: 1989 (46), 1988 (41), 1987 (43)

% Course Explicitly Related to Peace: 10%

Course Content:

This is an introductory course for 1st year students and may also be taken by 2nd and 3rd year students. The course covers self-esteem, communication and interpersonal skills, fostering cross-cultural understanding and empathy.

SOST 11, SOST 21, SOST 32, SOST 33, SOST 34 - Core Social Studies
Department of Social Studies
Christchurch College of Education

Level Courses Taught: Primary and Secondary Teacher Trainees
Qualification: Dip. Teaching

Course Content:

Courses cover the social studies curriculum from the junior to the upper school. Includes the preparation of resources and mini units; planning, teaching and evaluating social studies lessons. The New Zealand approach to social studies is investigated.

SOST 31 - Social Studies Form 1-4
Department of Social Studies
Christchurch College of Education

Level Course Taught: Secondary
Qualification: Dip. Teaching

Course Content:

The course is designed for trainees with qualifications in the Social Sciences and Humanities who wish to prepare for teaching social studies in secondary schools.

Social Studies Curriculum
Department of Social Studies
Dunedin Teachers College

Level Course Taught: 2nd & 3rd year Teacher Trainees
Qualification: B Ed., Dip. Teaching

Lecturers: Clair Church, Sheena Harvey, Ron Duncan.

Student Enrolments: All 2nd or 3rd year trainees

Course Content:

The philosophy and content of the draft peace studies document is shared with the trainees.

32.013 - Curriculum Social Studies I*
Department of Social Studies
Hamilton Teachers College

Qualification: Dip. Teaching

Lecturer: Mr. J. Graham

Course Content:

The nature of social studies and factors involved in implementing a social studies programme in primary and intermediate schools.

32.213 - Curriculum Social Studies II*
Department of Social Studies
Hamilton Teachers College

Qualification: Dip. Teaching

Lecturer: Mr J. Graham

Course Content:

Further approaches to the teaching of social studies, including the in-depth consideration of the appropriate learning strategies in the context of long-term planning, of inquiry approaches, of cultural studies and of values education.

36.235 - Teaching of Social Studies*
Education Department
Massey University

Level Course Taught: 2nd year, undergraduate

Course Content:

The role of social science in curriculum design and implementation. Changes in objectives and values. Teaching strategies. Measurement problems and procedures.

Social Studies - Curriculum Studies*
Department of Social Studies
Palmerston North Teachers College

Level Course Taught: 3rd year, undergraduate

Qualification: B. Ed.

Course Content:

A study of how children learn, of how people live in society and of living both past and present; a critical analysis of the present syllabuses with practical work based on the departmental handouts.

HE 101 - Introduction to Health Education
Department of Health Studies
Auckland College of Education

Level Course Taught: 1st year, undergraduate

Qualification: B. Ed., Dip. Teaching

Student Enrolments: 1969 (approx 250)

Course Content:

The basic aim of the course is to equip trainees to teach and promote Health Education in the primary school. Includes a study of the 1985 syllabus in Health Education.

HE 111/112 - Health Education in Action A & B
Department of Health Studies
Auckland College of Education

Level Course Taught: 1st & 2nd year, undergraduate

Qualification: B Ed., Dip. Teaching

Student Enrolments: 1989 (250)

Course Content:

This course is an extension of the material in HE 101 to focus on the development of Health Education teaching resources and systems of maintaining and evaluating health related behaviours.

Foundation Course in Health Care Studies
Health Faculty
Auckland Technical Institute

Qualification: 32 week, stand alone course

Tutors: Glennys Adams, Christine Costley

Student Enrolments: 1989 (14), 1988 (13)

Course Content:

The course encourages the personal growth and development of each student. This includes looking at conflict and conflict resolution, and learning to resolve differences in a non-aggressive way. About 20% of the course deals with 'Development of Self'.

Curriculum Studies - Health
Department of Health Education
Dunedin Teachers College

Level Course Taught: 2nd & 3rd year, undergraduate

Qualification: B Ed.

Lecturers: Mr. A.C. Lille, Mrs. C. Thornley

Pre-Requisites: None

Student Enrolments: 1989 (140), Other Years (approx 120)

% Course Explicitly Related to Peace: 10%

33.220 - Curriculum Health Education II*
Department of Health & Physical Education
Hamilton Teachers College

Qualification: Dip. Teaching

Lecturer: M. Scratchley

Course Content:

This course aims to develop an awareness of issues related to personal health in the lives of students in the classroom and the community. The general focus will be on the curriculum health issues within the school.

36.246 - Teaching of Health Education*

Education Department

Massey University

Level Course Taught: 2nd year, undergraduate

Course Content:

Health education programmes, their rationales, content and practical applications. Social aspects of health education.

Health*

Department of Health Education

Palmerston North Teachers College

Level Course Taught: 3rd year, undergraduate

Qualification: B.Ed.

Course Content:

The course surveys the purpose and content of Health Education in the primary school and is taught by using activity methods appropriate to the subject and similar to those recommended for use in schools.

B20.10 - The Teacher and Health Education

Advanced Studies for Teachers Unit

Palmerston North College of Education

Qualification: Advanced Diploma in Teaching

Lecturer: William Elderton

Student Enrolments: 1989 (30)

% Course Explicitly Related to Peace: 10-20%

Course Content:

Health Curriculum implementation in a classroom situation. Examines stress and building self-esteem.

HE 100 - Health Education*

Department of Health Education

Wellington College of Education

Level Course Taught: All teacher trainees

Qualification: Dip. Teaching

Course Content:

An introduction to Health Education. Each of the themes of the Health Education Syllabus will be explored in relation to the health of trainees themselves, children's health needs, the role of the teacher, the influence of everyday relationships, and involvement of families and other people in the community.

HE 101/ HE 151 - Human Relationships
Department of Health Education
Wellington College of Education

Level Course Taught: vocational studies/ selected studies
Qualification: All teacher trainees

Course Content:

This course will workshop face-to-face interpersonal skills such as active listening, effective communication, dealing with feelings, anger management, and conflict resolution. The emphasis will be on personal development of skills that enhance relationships with children, peers & parents.

HE 201/ HE 251 - Human Relationships - Advanced
Department of Health Education
Wellington College of Education

Level Course Taught: vocational study/ selected study
Qualification: All teacher trainees

Course Content:

The emphasis of this course will be on improving interactions between teacher and children, and also interaction between children in the classroom. The skills and strategies will also be transferable to relationships with teaching colleagues and the wider school community. The techniques involved in the effective use of role-play in classrooms will be a major component of the course.

EE 101 - Human Relations*
School of Early Childhood Education
Wellington College of Education

Qualification: Dip. Teaching

Course Content:

This module will provide opportunities for trainees to understand, develop and practise skills required to enhance both their own personal growth and their relationships with adults and children of varying cultures, abilities and genders.

18.302A - Self-Awareness and Interpersonal Relations*
Psychology Department
University of Waikato

Level Course Taught: 3rd year, undergraduate
Qualification: B. Soc. Sc.

Course Content:

The study and practical application of such topics as self-transcendence, authenticity, peace, love, intimacy, group dynamics, social skills, personal growth and crisis resolution.

Interpersonal Relationships
Department of Reading Studies
Auckland College of Education

Level Course Taught: 3rd year and inservice courses
Qualification: Dip. Teaching

Lecturer: D. Lyons

Student Enrolments: 1989 (18 in service, 18 teacher trainees)

% Course Explicitly Related to Peace: 20%

Course Content:

The course covers a range of relating skills - receptive listening, assertiveness, conflict resolution, group dynamics.

EDUC 101 - Human Relationships
Department of Early Childhood Education
Christchurch College of Education

Level Course Taught: 1st year, undergraduate

Qualification: Dip. Teaching

Lecturer: Judith Cover

Other Staff Involved: Kath Hollebon, Colleen Lockie, D. Reingold

Pre-Requisites: part of integrated course

Student Enrolments: 1989 (58)

% Course Explicitly Related to Peace: 12%

Course Content:

A course for personal and professional development. Includes problem solving techniques, handling of conflict, the skills of active listening, and cross-cultural awareness

ECED 202 - Provisions for Differences & Skills for Teaching
Department of Early Childhood Education
Christchurch College of Education

Level Course Taught: 2nd year, undergraduate

Qualification: Dip. Teaching (E C E.)

Lecturer: Colleen Lockie

Student Enrolments: 1989 (30)

% Course Explicitly Related to Peace: 75%

Course Content:

The course is designed to assist students in developing skills which are appropriate for effective teaching of groups and individuals in early childhood centres, and to develop the skills necessary to plan and implement programmes designed to meet the needs of young children. Course includes a section on 'Positive Behaviour Management Techniques'.

EC 310 C4 - Professional Studies
Department of Early Childhood Education
Christchurch College of Education

Level Course Taught: 2nd year, undergraduate

Qualification: Kindergarten

Lecturer: Avril Toohey

Student Enrolments: 1989 (30)

% Course Explicitly Related to Peace: 12%

% Course Could be Related to Peace: 25%

Course Content:

Course includes conflict resolution for young children and relationship skills for adults working in a team-contract system.

Tutor Training

Tutor Education Centre

Central Institute of Technology

Qualification: Tutor Trained Certificate

Co-ordinator: Dean Nugent

Pre-Requisites: Usually for employees of Polytechnics

Student Enrolments: 1989 (600), Other Years (400-600)

Course Content:

Basic teacher training. Has an emphasis on respect for individual values and differences; social justice; communication skills and negotiation.

Communication Skills and Professional Development

South Island Polytechnic Tutor Training

Christchurch Polytechnic

Qualification: Training for Polytechnic Teachers

Convenor: Ruth Todd

Student Enrolments: 1989 (1000)

% Course Explicitly Related to Peace: 25%

Course Content:

The course includes one day sessions on conflict resolution, negotiation skills, equity issues etc. In these sessions we emphasise skills and understanding.

14.305 - The Guidance Process

Education Department

University of Auckland

Level Course Taught:

Qualification: Dip. Guidance, M. Ed. (Guidance and Counselling)

Lecturer: Dr. Bryan Tuck

Pre-Requisites: Two 2nd year Education papers, including 14.203 or 14.204

Student Enrolments: 1989 (89)

% Course Explicitly Related to Peace: 35%

Course Content:

An introduction to the theory and practice of counselling and guidance within NZ educational institutions

14.306 - Introduction to Counselling in the Community
Education Department
University of Auckland

Level Course Taught: 3rd year & postgraduate

Qualification: Dip. Guidance, M.Ed. (Guidance and Counselling)

Lecturer: Dr. Hans Everts

Pre-Requisites: Two 2nd year Education papers

Student Enrolments: 1989 (70)

Course Content:

An examination of the application of basic principles of counselling to the needs of individual children and adults, to couples, families and other groups

14.410 - Principles of Counselling and Consultation
Education Department
University of Auckland

Level Course Taught: postgraduate

Qualification: Dip. Guidance, M.Ed. (Guidance & Counselling)

Lecturer: Dr Hans Everts

Pre-Requisites: 14.306 & 14.317

Course Content:

An advanced examination of principles of counselling and consulting, together with practical experience in selected procedures.

14.418 - Marriage and Family Counselling
Education Department
University of Auckland

Level Course Taught: postgraduate

Qualification: Dip. Guidance, M.Ed. (Guidance & Counselling)

Lecturer: Dr Hans Everts

Pre-Requisites: 14.306

Course Content:

An advanced examination of counselling principles as applied to stresses arising within marital and family relationships

EDUC 306 - Educational Guidance and Counselling*
Education Department
University of Otago

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

EDUC 456 - Educational Guidance and Counselling II
Education Department
University of Otago

Level Course Taught: postgraduate

Qualification: Professional training for educational psychologists and counsellors

Lecturer: Dr Jenny Bruce

Course Content:

This paper includes a substantial focus (about half the second term) on psychological education, which includes such applications as anger management. There is also a very small input on mediation.

EDUC 662 - Counselling Skills*

Education Department
University of Otago

Level Course Taught: postgraduate

Qualification: M.Ed.

Course Content:

Supervised practice in the skills of casework, consultation and groupwork.

EDUC 311 - Group Dynamics

Education Department
University of Otago

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

Lecturer: Dr. Jenny Bruce

Course Content:

Course includes practical work on intergroup and intragroup competition and the effects of this on group processes and group climate. Focus on conflict as a separate topic.

EDUC 661 - Counselling Theory*

Education Department
University of Canterbury

Level Course Taught: postgraduate

Qualification: M.Ed.

Co-Requisites: EDUC 662

Course Content:

Studies of theoretical and empirical research in individual and group counselling.

EDUC 370 - Issues in Guidance and Counselling*

Education Department
Victoria University of Wellington

Level Course Taught: 3rd year, undergraduate

Qualification: B.A., B.Ed.

Pre-Requisites: EDUC 234 and one of EDUC 235, PSY 221, SOSOC 201, 204, 207, 211

Course Content:

An introduction to theories and issues of counselling psychology, with special reference to the educational context.

EDUC 409 - Guidance and Counselling*

Education Department

Victoria University of Wellington

Level Course Taught: Honours

Qualification: B.A. (Hons)

Pre-Requisites: 12 credit points from EDUC 303, 304, 308, 334, 370 or PSYC 300 level.

31.330 A - Introduction to Counselling*

Education Department

University of Waikato

Level Course Taught: 3rd year, undergraduate

Pre-Requisites: Two 2nd year education or psychology courses

Course Content:

An overview of the foundations of counselling principles, theory and practice. The course will examine the processes and skills of counselling, the knowledge based required and the ethical and cultural issues.

M.Ed. in Counselling*

Education Department

University of Waikato

Level Course Taught: postgraduate

Course Content:

Course includes 31.508 - Counselling Theory; 31.540 - Group Work and Programme Development; 31.541 - Counselling Skills and 31.542 - Counselling Practicum.

Diploma in Counselling*

Education Department

University of Waikato

Level Course Taught: postgraduate

Course Content:

Course includes 31.704 - Groupwork and Programme Development in Guidance & Counselling; 31.708 - Counselling Skills and Practice; 31.718 - Counselling Theory and Research; and 31.709/ 31.710 - Case Studies.

36.604/ 36.655 - Counselling Theory*

Education Department

Massey University

Level Course Taught: postgraduate

Course Content:

A study of the theoretical bases of counselling. Examination of the place of counselling in society, its philosophical foundations, empirical status and major principles

36.651 - Family and Couples Counselling*
Education Department
Massey University

Level Course Taught: postgraduate

Course Content:

A study of the theoretical bases for family and couples counselling

Certificate in Counselling
Department of Health Sciences
Central Institute of Technology

Convenors: Ann Flintoff, Dr Gordon Hewitt

Student Enrolments: 1989 (26)

Course Content:

The course will emphasise practical counselling skills. Theoretical aspects of counselling will stem from the practical study.

English Forms 1-7
English Department
Auckland College of Education

Level Course Taught: 1 year Graduate Course in Teacher Training
Qualification: ACE Diploma

Lecturer: Trevor Dobbin

Student Enrolments: 1989 (25)

% Course Explicitly Related to Peace: 12%

Course Content:

Peace issues are contained in much of the literature taught and in the teaching methods developed - especially with respect to conflict management and conflict resolution.

Educational Drama
English Department
Auckland College of Education

Level Course Taught: 1 year Graduate Course in Teacher Training
Qualification: ACE Diploma

Lecturer: Trevor Dobbin

Student Enrolments: 1989 (25)

% Course Explicitly Related to Peace: 12%

Course Content:

Peace issues are contained in much of the literature taught and in the teaching methods developed - especially with respect to conflict management and conflict resolution.

Teaching Film and Television
English Department
Auckland College of Education

Level Course Taught: 1 year Graduate Course in Teacher Training
Qualification: ACE Diploma

Lecturer: Trevor Dobbin

Student Enrolments: 1989 (10)

% Course Explicitly Related to Peace: 12%

Course Content:

Peace issues are contained in much of the literature taught and in the teaching methods developed - especially with respect to conflict management and conflict resolution.

32.240 - Social and Developmental Psychology
Psychology Department
University of Auckland

Level Course Taught: 2nd year, undergraduate
Qualification: B.A./B.Sc

Lecturers: Professor G.M. Vaughn, Dr. J. Field
Other Staff Involved: Dr. J.E. Watt, Ms P. Oliver

Pre-Requisites: 32.108, 32.109

Student Enrolments: 1989 (200)

% Course Explicitly Related to Peace: 5%

Course Content:

Course is an introduction to Social Psychology. Relevant topics include prejudice and discrimination; aggression and violence; pro-social behaviour.

SOSC 54 - Conflict Resolution*
Social Science Department
Christchurch College of Education

Level Course Taught: Secondary Trainees

Course Content:

The resolution of conflict at personal, local, national and international levels. The course will examine, by means of case studies drawn from the past and the present, reasons for conflicts between individuals, institutions or groups and states. The outcomes and resolutions of these conflicts will be studied.

Conflict Resolution
Department of Education
Dunedin Teachers College

Level Course Taught:
Qualification: B.Ed., Dip. Teaching

INTERNATIONAL RELATIONS AND SECURITY STUDIES

SECURITY, ARMS CONTROL AND DISARMAMENT

30.106 - Foreign & Defence Policies: A World Survey
Department of Political Studies
University of Auckland

Level Course Taught: 1st year, undergraduate
Qualification: B.A.

Lecturer: Associate Professor Steve Hoadley

Student Enrolments: 1989 (200), Other Years (150-200)

% Course Explicitly Related to Peace: 25%

Course Content:

A survey of the foreign and defence policies of nine key states and of the current international situation. Starting with Japan, it moves to China, Israel and Sweden. Soviet foreign and defence policies and the Warsaw Pact's structure and potential are examined. Western Europe - principally Germany, France and Britain - are treated next, and the problems of NATO assessed. Then United States policy is reviewed. The theory and practice of deterrence and the problem of arms proliferation are discussed in relation to current arms control negotiations.

Date: Topic:

PART 1. History, Concepts and Approaches

Feb 28	Evolution of the Nation-State System
Mar 1	Theories of international relations and strategy
Mar 2	Approaches to foreign and defence policies

PART 2. The View from the Peripheral States

Mar 7,8,9	Japan
Mar 14,15	China (& Taiwan & Hong Kong)
Mar 16, 22	Israel and the Middle East
Mar 22, 23	Sweden and other neutrals

PART 3. The Interests of the Major Powers

Mar 29, 30	The Soviet Union
Apr 4, 5, 6	The Warsaw Pact states
Apr 11, 12, 15	Western Europe: Gr, Fr, UK, and NATO
18, 19, 20	
Apr 25, 26, 27	The United States
May 2, 3	

PART 4. Nuclear Confrontation, Deterrence, and Arms Talks

May 30 - Jun 1	Nuclear weapons, deployments, war scenarios, deterrence theory
Jun 6, 7, 8	Arms limitation: theory and politics

Teaching Methods:

Course consists of 36 lectures and 12 tutorials.

Assessment:

Two essays, a short answer test and final examination.

Bibliography:Texts:

Murray D.J. & Viom P.R. (eds.) *The Defence Politics of Nations: A Comparative Study*, Johns Hopkins University Press, 1962.

Millar, T.B. *The East West Strategic Balance*, 1961

An extensive reading list is issued to students

24.216A - Politics of Asia Pacific Security

Politics Department

University of Waikato

Level Course Taught: 2nd year, undergraduate

Qualification: B. Soc. Sc.

Lecturer: Dr. Wayne Robinson

Pre-Requisites: Passes in Part I Social Science/ Humanities papers

Student Enrolments: 1989 (25), Other Years (20-25)

% Course Explicitly Related to Peace: 75-85%

% Course Could be Related to Peace: 75-85%

Course Content:

This course is concerned with essentially three themes: (A) Issues related to the meaning of security; (B) Militarization of the Asia-Pacific Rim. (C) Alternative security for Australasia.

Week Date TopicSection A:

- 1 Feb 28 Introduction: Scope and nature of course
- 2 Mar 2 Defence & Peace: Important conceptual differences between Realism and Idealism concerning power, anarchy, and the arms race
- 3 Mar 7 World Military Expenditures: Dynamic factors in military budgeting and some immediate and longer term social and economic consequences of military spending.
- 4 Mar 9 'Security': a contested concept: Are individuals, the community, the state, or 'the system' the appropriate building block of security?
- 5 Mar 14 The Theory of Non-Provocative Defence: What is meant by transarmament and common security?
- 6 Mar 16 Attitudes to Disarmament: Social factors influencing positive/ negative attitudes to disarmament.
- 7 Mar 21 Threat Perception: The importance of the situation of the perceiver in determining the specific way in which threats are responded to. Who and what is to be protected from what and by whom?
- 8 Mar 23 The Assessment of External Threat & Levels of Military Preparation: Why may the former be low but the latter high? Non-Strategic, institutional, psychological, and political factors. Should we judge all military build-ups in a threat-free environment as pathological?

Section B:

- 9 Mar 30 Asia-Pacific Insecurities: The fear above of threat from below. The fear below of threat from above. Colonialism, revolution, counter-revolutionary developmentalism, militarization. The issue of class violence. Is violence the midwife of social progress all historically backward societies are destined to endure? Are there more peaceful openings or choices than the unilinear view of history would suggest?

10. Apr 4 Development and Peace. How is development linked to East-West tensions?
11. Apr 6 Bilateral Alliance Relations & Super-Power Arms Control in the Asia Pacific Region. Underlying factors in the failure of a Helsinki-type peace process to occur in the North-East Asia area. What has the Asia-Pacific region gained since the Reykjavik Summit?
12. Apr 13 French & American Nuclear-Related Colonialism. Assessment of Australasian reactions to the activities of these two states. How even handed has the criticism been? Has a distinction been drawn between opposition to their testing of weapons and delivery vehicles, and their suppression of independence movements?
13. Apr 18 Political Pacifism in the Asia-Pacific Rim Area. The Japanese, Micronesian, & Australasian peace movements. How do they differ in the relative importance they attach to nuclear weapons, nuclear power, and militarization in general? Should the 'people power' movements in South Korea, Bala & the Philippines be viewed as movements for disarmament or are they essentially nationalist in their aims?
14. Apr 20 The Politics of Nuclear Deployment & Burden Sharing. What price have Australia, the Philippines and Japan each had to pay for participation in US nuclear strategy? and what advantages has each been able to gain?

Section C

15. Apr 27 The ANZUS Alliance. How does this alliance differ from others the US maintains in the Asia Pacific Rim area? Can the markedly different responses of Australia & NZ to US nuclear strategy be usefully understood in terms of Vayrynen's theory of re-distributive alliances? or is the explanation to be found in differing political cultures?
16. May 2 Australian Attitudes to Security. Political, economic, and ideological constituencies in the Australian community. Issues raised by the Dibb report.
17. May 4 Australia & NZ - Their performance in reducing regional violence and promoting global nuclear disarmament. Civil & military aid & their impact on human rights and social injustice, the South Pacific Nuclear Weapons Free Zone initiative, verification; contribution to a comprehensive test-ban & a chemical weapons agreement. The military doctrine of interventionary 'stabilization', arms exporting. Awareness of threat perceptions by Australasian neighbours.
18. May 30 The Politics of National Defence Policy. Political and Social pre-conditions for territorial defence. The doctrine of military professionalism and its relation to the citizen army concept. Para-military forces, social defence, & civil defence. How would the relationship between sovereignty and democracy be affected by territorial defence?
19. Jun 1 Nordic Neutrality & Partial Alignment. The process of discrediting after WWII, and some overlooked conceptual strengths in the idea of neutrality. The role of small states within alliances.
20. Jun 6 Alternative Security for NZ/ Aotearoa. What are the important non-military dimensions of NZ security? Have we developed political security far enough? Would neutrality or some variant of disengagement from the Western military alliance enhance the country's security? Would it cost more to adopt a policy of self-reliance and would it necessitate a defence production sector. Are there more substantial grounds than nationalist ones for de-coupling from the deterrence-system? How important in the political right's thinking about defence policy is the fear of racial and cultural isolation - rather than loss of trade and investment?
21. Jun 8 Transnational, Regional & International Strategies for Lessened Violence in the Asia-Pacific Rim Area. What has to change? Are international political strategies, based on the state, capable of contributing to greater harmony, or are such architectural solutions less relevant than people to people co-operation, migratory trends, movements of the mind, or a different world economic order?
22. Jun 13 Video - 'The Truth Game', John Pilger
23. Jun 15 Class Colloquium

24. Jun 20 Course evaluation

48.211 - Defending New Zealand: An Historical Survey*
History Department
Massey University

Level Course Taught: 2nd year, undergraduate

Qualification: B.A.

Course Content:

A study of the evolution of New Zealand's defence strategy and policy

24.513 - Theories of Alternative Security
Politics Department
University of Waikato

Level Course Taught: Honours

Qualification: B.Soc.Sc. (Hons)

Lecturer: Dr. Wayne Robinson

Pre-Requisites: Entry to Honours

Student Enrolments: 1989 (4) Other Years (4)

% Course Explicitly Related to Peace: 75-85%

% Course Could be Related to Peace: 75-85%

Course Content:

This course explores the political logic of new ideas such as "Confidence Building", "Common Security", "De-Alignment", "Neutrality" and "Social Defence", which are being discussed in peace research.

The term security is often thought of today as a synonym for military defences. War, however, as Clausewitz has noted, is essentially a political act - a continuation of politics by other means. Military force is a means to an end and not an end in itself. Kaldor emphasises the same mediating role of politics: "Perceptions about external threats while real enough as to their effect on action, are shaped as much by the situation of the perceiver as by the situation perceived". To inquire what is the meaning of security therefore requires that we first deal with political questions: "Who wants to be protected from whom?" These ideas will be treated conceptually and in the context of nuclear deterrence.

Assessment:

Coursework will consist of one research essay of 5,000 to 7,000 words and a seminar presentation.

24.517 - Selected Topics in the Politics of Disarmament
Politics Department
University of Waikato

Level Course Taught: Honours

Qualification: B.Soc.Sc. (Hons)

Lecturer: Dr. Wayne Robinson

Pre-Requisites: Entry to Honours

Student Enrolments: 1989 (1)

% Course Explicitly Related to Peace: 75-85%

% Course Could be Related to Peace: 75-85%

Course Content:

This course focuses on the problem of how disarmament is to be achieved in the Asia-Pacific region. The central question it asks is why has no Helsinki-type peace process been set in motion thus far? To examine this, particular emphasis is given to the radically different way in which the region's alliance systems are structured compared to those in Europe. Also attention is paid to United States, Soviet and Japanese doctrines concerning a new Pacific order, the issue of foreign military bases and de-nuclearisation.

Assessment:

Course work will consist of one research essay of approximately 5000-7000 words, and a seminar presentation.

POLS 442 Strategy & Foreign Policy: Arms Control & Disarmament
Politics Department
Victoria University of Wellington

Level Course Taught: Honours

Qualification: B.A. (Honours)

Lecturer: Dr. Rodenick Alley

Pre-Requisites: Entry to Honours. Successful results in international politics.

Student Enrolments: 1989 (10)

% Course Explicitly Related to Peace: 25%

% Course Could be Related to Peace: 35%

Course Content:

This course will analyse the international politics of arms control and disarmament. It will assess those factors that affect the development and spread of armaments; the relationship between armaments and international politics; arms control proposals, treaties and agreements; historical aspects of international attempts at disarmament; Some evaluation of technical as well as political problems associated with verification of arms control agreements; the methodology of studying arms control and disarmament; public attitude changes on war and peace issues.

Date Topic

Mar 1 Course Introduction

Mar 8 A world in arms: reasons for proliferation of weaponry. Domestic and international factors. Political, organisational, and security considerations.

Mar 15 Continued.

Mar 22 Economic and technological determinants of weapons proliferation.

Mar 29 Towards a definition of security.

Apr 5 Neutrality and its variants.

Apr 12 The public dimension of arms control and disarmament.

Apr 19 Negotiating arms control and disarmament. Multilateral and bilateral approaches and settings. Reasons for failure and progress. The unilateral approach. Relevant cases and illustrations.

Apr 26 Continued.

May 3 Visiting speaker on above: a participant view of the negotiating process

Jul 5 Proliferation of nuclear weapons and the NPT.

Jul 12 The international politics of nuclear weapons testing.

Jul 19 Banning chemical weapons.

Jul 26 The European Setting: force reductions, alliance interactions, the public dimension

Aug 2 The Pacific setting. Soviet Japan US and small state interest and initiatives in arms control.

Aug 9 Alternative conceptions of security: Europe and the Pacific.

Aug 16 Continued.

Sep 6, 13, 20, 27, Oct 4 Students nominate topics for revision which are then covered in class. Presentation in class by students of the major findings of their extended essay papers.

Teaching Methods:

Exclusively by seminar. Class time will be devoted to the analysis of selected readings, methods of approach to the subject, and presentation by students of the drafts of the assignments required for the course. From time to time the class will hear presentations from outside experts.

Assessment:

Formal evaluation for the course comprises 50% based on a major assignment submitted by mid-October, and 50% on a final examination. During the first term, students will be asked to submit two shorter pieces of writing, not exceeding 1500 words, dealing with aspects of the course under discussion.

Bibliography:

No set texts. An extensive list of readings is issued for each topic.

24.514 - The Common Defence: Australasia and the Search for Security in the 20th Century*

Department of Politics
University of Waikato

Level Course Taught: postgraduate

Qualification: B.A. (Hons), B.Soc.Sc. (Hons), M.A., M.Soc.Sc.

INTERNATIONAL RELATIONS AND FOREIGN POLICY

24.103A - International Relations*

Department of Politics
University of Waikato

Level Course Taught: 1st year, undergraduate

Qualification: B.A.

POLS 244 - Introduction to International Politics

Politics Department
Victoria University of Wellington

Level Course Taught: 2nd year, undergraduate

Qualification: B.A.

Lecturer: Dr. Roderick Alley

Pre-Requisites: Introductory Politics

Student Enrolments: 1989 (80)

Course Content:

An introduction to concepts and methods of analysing International Politics. Analysis of New Zealand's external relations.

Date	Topic
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Section A:

Feb 27	Introduction
Feb 28	Introductory concepts
Mar 3	Introduction to literature and materials
Mar 6	Statehood and Sovereignty
Mar 7	Nations and Nationalism
Mar 10	Film
Mar 13	The International Political System
Mar 14	Continued.
Mar 17	Film: International Crises
Mar 20	Arms Races and International Politics
Mar 21	Neutrality and non-alignment
Mar 31	Approaches to assignments
Apr 3	The North/South equation and International Politics
Apr 4	Continued.
Apr 7	Visiting Speaker: The UN
Apr 10	Ideology and International Politics
Apr 11	Foreign Policy and its Formulation
Apr 14	Continued.
Apr 17	Negotiation and Dispute Settlement
Apr 18	Multilateral Diplomacy
Apr 21	Visiting Speaker
Apr 24	Appraisals of International Politics: Realism
Apr 28	Appraisals of International Politics: Interdependence
May 1	Appraisals of International Politics: Radicalism

Section B:

May 2	Introduction to New Zealand's Foreign Relations
May 5	New Zealand/ Australia
May 23	New Zealand/ South Pacific
May 23	New Zealand/ Security Issues
May 26	Visiting Speaker
May 29	New Zealand/ OECD/ EC/ trade policy
May 30	New Zealand/ political processes and IR
Jun 2	New Zealand/ Antarctica
Jun 6	New Zealand/ small state diplomacy

Teaching Methods:

Subject taught by lectures & tutorials. Formal teaching and lecturing will normally be conducted on Mondays and Tuesdays, the Friday sessions being used for alternative offerings which include visiting speakers, films, approaches to essay writing and alternative perspectives on the subject.

Assessment:

Two essays and tutorial attendance (60%); final examination (40%)

Bibliography:Texts

Suessinger, J.G. *The Myth of Nature*, Random House, 1986.

Holst, K. J. *International Politics: A Framework for Analysis*, Prentice Hall, 1983

A detailed list of readings is issued for each lecture topic. In addition a course booklet has been prepared for the second half of the course.

INTR 201 - The Third World and International Relations
Chair of International Relations
Victoria University of Wellington

Level Course Taught: 2nd year, undergraduate
Qualification: B.A.

Lecturer: Professor K. Janaki

Student Enrolments: 1989 (38), Other Years (60 - 65)

Course Content:

The course aims to introduce the study of aspects of International Relations theory and practice. An analytical framework of systems theoretical concepts will be employed to examine the question of existence of an international system, characteristics of elements, and patterns of their interaction. The unifying theme for all topics discussed will be the interaction of economic and strategic factors in international relations. Primary focus will be on "the third world" (Afro-Asia-Latin America, the Pacific) as an identifiable group of states and how it relates to other groups. Aspects of the discipline covered include strategic doctrines, geopolitics, geoeconomics, regionalism and functionalism, diplomacy in selected international organisations, transnational behaviour etc.

<u>Date</u>	<u>Topic</u>
Feb 28	Introduction, scope and method
Mar 2	Continued
Mar 7	Systems theoretical concepts and International Relations
Mar 9	Continued
Mar 14	Continued
Mar 16	"First", "Second" and "Third" Worlds
Mar 21	Third World and other groups in the international system
Mar 23	"Discontinuities" in International Relations
Mar 28	Continued
Mar 30	"Interest Constellations" model
Apr 4	Strategic Concepts
Apr 6	Geopolitical Concepts
Apr 11	Geostategy and geo-economics; linkages and discontinuities
Apr 18	The nuclear question: a case study
Apr 20	The international economic system in international relations
Apr 27	The Prebisch Thesis
May 2	The New International Economic Order and the "North-South" debate
May 4	Non-Alignment: Conceptual and policy implications
May 23	The UN and the Third World
May 25	GATT, UNCTAD and the Third World
May 30	Continued
Jun 1	Resources Diplomacy Ocean Politics
Jun 6	Continued
Jun 8	Class Test

Teaching Methods:

Two 1-hour lectures and a 1-hour tutorial.

Assessment:

Two essays and a class test. Essay 1, 1500-2000 words (30%) Essay 2, 3000-4000 words (40%) Class Test (30%).

Bibliography:

Recommended Reading:

The Third World and International Relations Readings for INTR 201
 Bergsten, C.F. (ed.) *World Politics and International Economics*

Dougherty, J.E. *Contending Theories of International Relations*
 Keohane and Nye. *International Relations and World Politics*
 Leiber, R. *Theory and World Politics*
 Rosenau, J. *International Politics and Foreign Policy*
 Scott, A.M. *The Dynamics of Interdependence*
 Taylor, T. *Approaches and Theory in International Relations*
 Young, O. *Systems of Political Science*

A detailed list of readings is also issued for the course.

POLS 204 - International Politics
Department of Political Science
University of Canterbury

Level Course Taught: 2nd year, undergraduate
Qualification: B.A.

Lecturer: Richard N. Kennaway

Pre-Requisites: POLS 101

Student Enrolments: 1988 (79), 1987 (79)

% Course Explicitly Related to Peace: 85-100%

Course Content:

Among the most important concepts around which the course is based are the themes of Conflict, Co-operation and Conflict Resolution. What are the main sources of conflict in the international system? Is conflict an integral part of human nature and the human condition? To what extent is it dependent on particular structures of international societies and the global system? To what extent and by what means can it be successfully managed or resolved?

The course will be divided into five sections. (1) we will give some brief general consideration to the fundamental issues and consider various theories and analytical perspectives on the prevalence of conflict in the international system. (2) concentrates on the role of the superpowers, and the implications of their roles for other actors in the system. We shall consider their overall relationships, and concepts such as international crisis, nuclear deterrence and arms control. (3) looks at the alliances of the super-powers, both with other major powers and with small states in the Atlantic and Pacific regions, and also a trend to multi-polarity. We consider the factors for stability, and in some cases instability and disintegration, in the former alliance systems of East and West, as well as the impact of nuclear proliferation. (4) our main focus will be on conflict in the developing world, where actual conflicts have been most prevalent. We shall consider the political aspects of this type of conflict, the legacy of colonialism, the problems of identity and external intervention, the role of the United Nations and the development of non-alignment. (5) concerned with those economic aspects of the North-South relationship which have also had major political implications. These include the debate over the New International Economic Order and the development of the debt crisis, as well as the role of multi-national corporations and international economic organisations.

SECTION 1: INTRODUCTION AND GENERAL CONCEPTS

1. Introduction
2. Approaches to International Relations
3. Levels of Analysis I: Human nature and individual personality
4. Levels of Analysis II: Nation-State and international system

SECTION 2: THE SUPER-POWER RELATIONSHIP

5. The development of bipolarity, 1945-62
6. Deterrence and mutual deterrence, 1962-79
7. Challenges to mutual deterrence, 1979-
8. Disarmament and Arms Control

SECTION 3: ALLIANCES AND TRENDS TO MULTI-POLARITY

9. The Atlantic experience: the major powers
10. The Atlantic experience: small states in Europe
11. The Pacific experience: US-Japan
12. The Pacific experience: Soviet Union-China
13. The Pacific experience: small states in the Asian Pacific region
14. Nuclear proliferation

SECTION 4: THE DEVELOPING WORLD: POLITICAL ASPECTS

15. The legacy of colonialism
16. Neutrality and non-alignment
17. Political terrorism and guerilla warfare
18. The United Nations and the developing world
18. Regionalism and the developing world

SECTION 5: THE DEVELOPING WORLD: ECONOMIC ASPECTS

20. North-South relations: the overall context
21. The NIEO debate
22. The debt crisis and international aid
23. Multi-National corporations and other non-state actors

Teaching Methods:

A one hour lecture and tutorial

Assessment:

Two essays of 2,000-2,500 words in length and a final examination. There will be a 60% / 40% swing between exam and essay grades, working automatically to the student's advantage

Bibliography:Text

Stoessinger, J.G., *The Myth of Naxos*, Random House, 1986.

An extensive list of readings is given for each lecture topic.

POLS 203/ 253 - Introduction to International Relations
Department of Political Studies
University of Otago

Level Course Taught: 2nd year, undergraduate

Qualification: B.A.

Lecturer: Dr Ramesh Thakur

Course Content:Topic No. TopicTerm 1: International Politics Since World War II

1. USA-USSR Relations: Cold War and Deterrence

2. Europe
3. The Middle East
4. South Asia
5. Indochina
6. East Asia and the Pacific

Term 2 & 3: International Politics: A Framework of Analysis

7. The Nature and Study of International Politics
8. The Actors in International Politics
9. The Nature of Foreign Policy
10. The Environment of Foreign Policy: Domestic and External
11. The Making of Foreign Policy
12. Power and Capabilities
13. Diplomacy, Bargaining Coalitions
14. Instruments of Foreign Policy: Aid
15. War as an Instrument of Foreign Policy
16. Nonalignment and Neutrality
17. International Systems
18. Hierarchical International Systems
19. Equilibrium Systems: Balance of Power and Bipolarity
20. International Law and Morality
21. International Conflict Management
22. International Organisation/International Terrorism
23. Interdependence and Integration
24. North vs South
25. Review: International Studies and the Future of World Order
26. Global Issues

Bibliography:

- Zagler, D. *War, Peace and International Politics* (4th ed.)
 Henderson, J. et al. *Beyond New Zealand: The Foreign Policy of a Small State*, 1980
 Holst, K. J. *International Politics: A Framework for Analysis*
 Ray, J. L. *Global Politics*, 1978.
 Thakur, R. *In Defence of New Zealand*, 1986

24.206 - International Relations I: Approaches and Issues*

Department of Politics
 University of Waikato

Level Course Taught: 2nd year, undergraduate

Qualification: B.A.

Course Content:

The reasons and ideas behind the wide range of policies and behaviour evident in the world today.

POLS 302 - International Relations: Concepts and Approaches*

Department of Political Studies
 University of Otago

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

INTR 301 - Diplomacy and International Negotiation

Chair of International Relations
 Victoria University of Wellington

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

Lecturer: Professor K. Janaki

Pre-Requisites: INTR 201

Student Enrolments: 1989 (19) Other Years (16-20)

Course Content:

The course aims to lay the foundations for diplomatic studies and in particular the study of International Negotiation as an aspect of diplomacy. While a knowledge of the theories and concepts handled in INTR 201 will be assumed as a prerequisite, INTR 301 proceeds to examine not the substance of policy as in INTR 201 but the form of interaction among international entities (state, non-state actors, etc) to study the dynamic patterns of interaction of form and substance in international relations.

The two major themes explored in sequential relationship to each other are:

(a) Diplomacy, traditional and modern, theory and practice, including a section on the role of international legal norms and practice in the conduct of diplomacy.

(b) Negotiation.

<u>Date</u>	<u>Topic</u>
Feb 26	Introduction, scope, method.
Mar 5	Diplomatic theory: Traditional
Mar 12	"New Diplomacy"
Mar 19	Culture and Diplomacy
Mar 26	Diplomacy and Law
Apr 2	Negotiation: to settle conflict; for peaceful change
Apr 9	Conference Diplomacy and International Economic Negotiation

Apr 23, 30, May 21, 28 Seminar topics to be announced

Teaching Methods:

The course will be conducted through lectures, tutorials and seminars. A guest lecture or two may be included at a convenient stage of the teaching term if suitable lecturers from among practising diplomats/international negotiators become available.

Assessment:

Essay 1, 3000 words (30%). Essay 2, 4000-5000 words (60%) Tutorial and seminar participation (10%).

Bibliography:

An extensive list of readings is issued for the course

24.306 B - International Relations I: Approaches and Issues*

Department of Politics

University of Waikato

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

Course Content:

Recent thinking in the subject and examination of international regimes

POLS 444 International Relations in Asia
Politics Department
Victoria University of Wellington

Level Course Taught: Honours
Qualification: B.A. (Honours)

Lecturer: Professor K. Janaki

Pre-Requisites: POLS 300 level and INTR 201

Student Enrolments: 1989 (8), Other Years (approx 8)

Course Content:

This is a seminar on International Relations in contemporary Asia. Participants are presumed to have a fairly advanced level of knowledge of theories and concepts of International Relations. A prime objective of the course is to explore linkages between strategic and economic factors in International Relations. Introductory lectures will cover the strategic framework of international relations in Asia, together with its economic content and rationale, and how these interact at global systemic and Asian subsystemic levels. In addition we cover theoretical perspectives on systems analysis, examination of concepts such as power, both in its traditional meaning and in the context of new thinking on the meaning of power as revealed in peace studies, especially by Scandinavian scholars interpreting power in terms of capability to construct or engineer etc.

Teaching Methods:

Each student will be required to select a topic for special study leading to an oral presentation in class and a written exercise not exceeding 10,000 words

Assessment:

Major essay (50%) Final examination (40%) Seminar participation (10%)

Bibliography:

An extensive list of readings is issued for the course

POLS 455 - An Advanced Topic in International Relations*
Department of Political Studies
University of Otago

Level Course Taught: postgraduate
Qualification: Honours

24.506 - International Relations in World Society*
Department of Politics
University of Waikato

Level Course Taught: postgraduate
Qualification: B.A. (Hons), B Soc Sc. (Hons), M.A., M. Soc. Sc.

24.210B - American Foreign Policy Since 1938*
Department of Politics
University of Waikato

Level Course Taught: 2nd year, undergraduate
Qualification: B.A.

AMST 212 - Themes & Topics in American Foreign Policy*
Department of Political Science
University of Canterbury

Level Course Taught: 2nd year, undergraduate
Qualification: B.A.

30.204 - A Topic in the Structure of International Relations: New Zealand Foreign Policy*
Department of Political Studies
University of Auckland

Level Course Taught: 2nd year, undergraduate
Qualification: B.A.

30.301 - A Topic in the Structure of International Relations and the Formulation of Foreign Policy: US Foreign Policy Decision Making
Department of Political Studies
University of Auckland

Level Course Taught: 3rd year, undergraduate
Qualification: B.A.

24.310/ 24.510 - American Foreign Policy in the 20th Century*
Department of Politics
University of Waikato

Level Course Taught: 3rd year undergraduate/ postgraduate
Qualification: B.A.

24.542 - Foreign Policy of the USSR*
Department of Politics
University of Waikato

Level Course Taught: postgraduate
Qualification: B.A. (Hons), B.Soc.Sc. (Hons), M.A., M.Soc.Sc.

POLS 604 - New Zealand Foreign Policy
Department of Political Science
University of Canterbury

Level Course Taught: postgraduate
Qualification: B.A. (Hons)/ M.A.

Lecturer: Mr. Richard N. Kennaway

Pre-Requisites: 12 credit points in POLS 300 level.

Student Enrolments: 1989 (6), 1987 (9)

% Course Explicitly Related to Peace: 85-100%

Course Content:

New Zealand foreign policy has been undergoing rapid change in recent years. In this course we shall look at some of the major aspects of change. The course will be divided into 4 sections: (1) a brief theoretical introduction in which we consider the nature of foreign policy and the role of

small states within the international system. (2) covers security aspects, including the changing definitions of New Zealand's security requirements, and the changing policies followed to satisfy those requirements - from the traditional alliance system to current non-nuclear policies. (3) concerned with the economic and resource aspects of foreign policy, especially the problems faced by New Zealand as an exporter of temperate agricultural products in a world dominated by forces of agricultural protectionism. (4) covers the moral and 'identity' aspects of foreign policy, including such aspects as opposition to apartheid and support for international organisations, and also the search for a regional identity in the South-Pacific and Asian-Pacific regions.

1. INTRODUCTION

1. Foreign policy analysis
2. Small states - tool for analysis
3. Alliances - theory and practice

2. SECURITY ASPECTS

4. ANZUS - the traditional alliance
5. Factors for change - nuclear aspects
6. Factors for change - Vietnam and S.E. Asia
7. Factors for change - The impact of the Lange government
8. Alternative approaches
9. The Australian dimension

3. ECONOMIC AND RESOURCE ASPECTS

10. Problems of agricultural protectionism
11. NZ and the European community
12. NZ and USA
13. NZ and Japan
14. NZ and Australia
15. NZ and resource problems - energy
16. NZ and resource problems - law of the sea etc.
17. NZ and Antarctica

4. MORAL AND IDENTITY ASPECTS

18. NZ and the developing world
19. NZ and Southern Africa
20. Regionalism - South Pacific region
21. Regionalism - Asian-Pacific region

Teaching Methods:

Lectures and seminars.

Bibliography:

Recommended:

Henderson, J., Jackson, K. & Kennaway, R. (eds) *Beyond New Zealand - the foreign policy of a small state*, Methuen, 1980.

Bergomich, J. *ANZUS in Crisis: Alliance Management in International Affairs*, Macmillan, 1988.

An extensive list of readings is issued for each lecture topic.

ORIGINS AND CAUSES OF WAR

24.100 - From Versailles to Pearl Harbour: Issues of Peace and War
History Department
University of Auckland

Level Course Taught: 1st year, undergraduate
Qualification: B.A.

Lecturers: Professor Nicholas Tarling, Dr Margaret Lamb

Course Content:

The origins of the Second World War in Europe and Asia. Why was the inter-war world unstable? What caused Germany and Italy to try and turn this instability to their advantage? Why did Japan resort to military expansion? Why were the other powers unwilling or unable to restrain them? Why were both Europe and Asia involved in a world war by 1941?

24.307 - The Origins of the First World War
History Department
University of Auckland

Level Course Taught: 3rd year, undergraduate
Qualification: B.A.

Lecturer: Professor Nicholas Tarling

Pre-Requisites: Passes in relevant 2nd year history papers

Course Content:

Studies the origins of the First World War through discussion of the foreign policies of the main European countries involved, including Italy, and an analysis of international relations from 1870, and particularly from 1890 to 1915. It deals with a controversial topic: new material and new interpretations continue to appear.

24.334 - Britain and Russia: A Century of Conflict*
History Department
University of Auckland

Level Course Taught: 3rd year, undergraduate
Qualification: B.A.

Lecturer: Dr Margaret Lamb

Pre-Requisites: Passes in relevant 2nd year History papers

Course Content:

When and why did Britain develop a great fear of Russian power? What was the British policy in response? To what extent did Russian policy warrant British interpretation of it?

02.505 - Topic in International Relations History: Origins of World War II*
Department of Political Studies
University of Waikato

Level Course Taught: Honours
Qualification: B.A. (Hons)

Lecturer: Professor Jensen

24.413 - The Origins of the Second World War*
History Department
University of Auckland

Level Course Taught: postgraduate

Qualification: M.A.

Lecturer: Dr Margaret Lamb

Course Content:

This course is mainly concerned with the origins of the war in Europe and lays particular emphasis upon the relationship between internal and international affairs.

INTERNATIONAL LAW AND ORGANISATIONS

LEXS 310 - International Law
Faculty of Law
University of Otago

Level Course Taught: 3rd & 4th year undergraduate
Qualification: L.L.B./L.L.B. (Hons)

Lecturer: K.E. Dawkins

Student Enrolments: 1989 (69), Other Years (25-40)

% Course Explicitly Related to Peace: 35-40%

%Course Could be Related to Peace: 60%

Course Content:

The course will take an incident-based approach. The method will be to select a particular international crisis, dispute or contemporary issue as a medium for examining how international law is made and applied and how it influences state behaviour. Following a general introduction to the sources of international law and the relationship of international law and municipal law, the scheme will be:

1. The ANZUS Dispute: problems of treaty interpretation, application & termination.
2. Transkei & South Africa's Bantustan "States": the concept of statehood & the relevance of recognition of statehood
3. Fiji Post-1987: extra-constitutional changes of government & modern recognition practice.
4. The Falklands Islands/ Islas Malvinas Dispute: modes of acquisition of territory and competing claims to sovereignty
5. Antarctica: the international legal regime, challenges to the existing order and the development of the concept of a "common heritage of mankind"
6. The Rainbow Warrior Incident: State responsibility, dispute resolution and problems of compliance and enforcement.
7. The US Intervention in Grenada in 1983 & the 1979 Soviet Invasion of Afghanistan: the principles of territorial inviolability & freedom from interference in internal affairs and the prohibition on the use of force and its exceptions.
8. The Destruction of the Iran Airbus by the USS Vincennes in 1988: the modern international law of self-defence.
9. Diplomatic Immunity: existing international rules and abuses of immunity.

Bibliography:

Set of course materials prepared for students. Reading lists distributed in class.

25.214 - International Law
Faculty of Law
University of Auckland

Level Course Taught: 2nd & 3rd year, undergraduate
Qualification: L.L.B.

Lecturer: Dr. Jerome B. Elkind

Pre-Requisites: None

Student Enrolments: 1989 (40), Other Years (25-40)

% Course Explicitly Related to Peace: 100%

Course Content:

An introduction to the law of nations. Selected topics in the adjudication and settlement of international disputes, the law of war, peace and neutrality, and the law of international institutions.

Bibliography:

Text:

Harris, D.J. *Cases and Materials on International Law*

LAWS 342 - Public International Law

Faculty of Law

University of Canterbury

Level Course Taught: 3rd year, undergraduate

Qualification: L.L.B.

Lecturer: Scott Davidson

Course Content:

The principles of the law of nations in peace, war and neutrality; selected issues.

LAWS 347 - Problems in International Law

Faculty of Law

University of Canterbury

Level Course Taught: 3rd year, undergraduate

Qualification: L.L.B.

Lecturer: Scott Davidson

Co-Requisites: LAWS 342

Course Content:

Selected topics in international law with emphasis on armed conflict, international humanitarian law and arms control.

LAWS 315 - International Law*

Faculty of Law

Victoria University of Wellington

Level Course Taught: 3rd year, undergraduate

Qualification: L.L.B., L.L.B. (Hons)

Course Content:

The principles of the law of nations in peace, war and neutrality and an introduction to the law of international organisation.

25.307 - Advanced International Law

Faculty of Law

University of Auckland

Level Course Taught: 3rd year, undergraduate

Qualification: L.L.B.

Lecturer: Kurt Bosselmann

Student Enrolments: 1989 (25)

% Course Explicitly Related to Peace: 12%

% Course Could be Related to Peace: 75%

Course Content:

The course falls into three parts. Part 1 deals with facts and figures of the present state of the global environment as a background for International Environmental Law (IEL). Part 2 examines the present framework of IEL as well as selected areas of international co-operation. Part 3 concentrates on patterns underlying IEL and legal decision-making to contrast them with new patterns as developed in ecology and environmental ethics.

Part 1 - Foundations

- The present stage of the physical environment. Impact of modern technologies (nuclear energy, chemicals, genetic engineering)
- The historical development of strategies for environmental protection
- The United Nations policies on the environment

Part 2 - International Environmental Law

- Nature and role of International Law
- IEL as an emerging branch of IL
- The law on nuclear power and radiation
- The law on hazardous substances
- Legal control of genetic engineering
- The law of marine pollution
- The common heritage concept and conservation strategies

Part 3 - Patterns of environmental policy and law making

- Environmental Impact Assessment and Risk Assessment
- Cost-Benefit-Analysis as the leading instrument for environmental evaluation
- The role of non-state actors in IEL
- The holistic, ecological approach to policy and law making

LAWS 517 - International Law*
Faculty of Law
Victoria University of Wellington

Level Course Taught: postgraduate
Qualification: L.L.M.

Course Content:

The principles and rules of international law; the role of law in international relations and the structure, status and powers of selected universal and regional international organisations.

SOC 232/332 - International Organisations: A Sociology of Peace, Justice and Human Rights
Sociology Department
University of Canterbury

Level Course Taught: 2nd and 3rd year, undergraduate
Qualification: B.A./B.A. (Hons), M.A.

Lecturer: Dr. Kevin Clements

Pre-Requisites: Sociology 101/ 102/ 103/ 104

Student Enrolments: 1989 (12), 1988 (20), 1987 (18), 1986 (13)

% Course Explicitly Related to Peace: 75%

% Course Could be Related to Peace: 100%

Course Content:

The three most pressing problems confronting the world community are:

- (1) the threat of nuclear annihilation and the maintenance of international peace;
- (2) structural violence: the vast and expanding gulf between the North and South;
- (3) the assault on Human Rights worldwide.

This course is aimed at exploring the ways in which these international problems are confronted and resolved or remain unresolved at the national and international level. A variety of perspectives will be explored eg the "Realist", the world order perspective, social psychological, critical alternative perspectives.

It is to be hoped that the course will result in a sense of personal empowerment rather than despair. To this end efforts will be made to ensure that solutions to problems receive as much attention as delineation of the problems themselves. Furthermore, considerable attention will be directed to the ways in which pedagogic and other processes aid or hinder the development of peaceful relationships at the local, national and international level.

Date: Topic:

- Mar 1 Introduction. Student expectations/ concerns. Introduction to each other.
 Mar 8 Overview of Problems: Nuclearism, Militarism, Underdevelopment, Human Rights abuse, hot/cold conflicts - challenging states and societies.

Analytical Perspectives on War and Peace

- Mar 15 Realist school of international relations: Sociologies of the state and inter-state relations.
 Mar 22 The World Order perspective.
 Mar 29 Marxist perspectives: Classes, nations and states.
 Apr 12 Social Psychological perspectives.

Global Militarisation/ Nuclearism

- Apr 19 History of the Cold War: Soviet & US political culture, Foreign Policy, negative images of each other.
 Apr 26 Deterrence theory/ MAD/ Flexible Response/ NUTS & consequences.
 May 3 History & political economy of the Arms Race. Who makes decisions? Effect on economy.
 Jun 2 "Blundering into Disaster?" Nuclear risk. Superpower interventionism. Low intensity conflict strategies.
 Jun 7 Militarization of the Pacific: Challenges to Australia, NZ & the micro states.

Development and Underdevelopment

- Jun 14 The changing World Economy 1945 to 1987.
 Jun 21 Competing expectations for development & underdevelopment. From modernisation to dependency theory to mode of production?
 Jun 28 Multinational corporations and Nation States.
 Jul 12 Global Economic Crisis: Stock market crash, private banks, LDC Debt, global disequilibrium.

Human Rights and their Violations

- Jul 19 Human Rights Asserted/ Denied: the dimensions of a worldwide problem.
 Jul 26 Seminar on linkages between armaments, militarism, underdevelopment, patriarchy and human rights violations.

- Aug 2 Seminar on national & personal consequences of hierarchy, militarism, racism, sexism, inequality, underdevelopment. The context - Aotearoa/ NZ. Sources of conflict and instability.

National & International Solutions

- Aug 9 Multilateral solutions. From League of Nations to the UN. Trying to harmonise national interests and international responsibilities.
- Aug 16 Arms control/ Disarmament initiatives - achievements & failures. The sociology of multilateral negotiations.
- Sep 6 The sociology of global summitry.
- Sep 13 From national security to global security: transarmament, defensive defence, civilian based defence, confidence building, mediation & non-violent approach to conflict resolution.
- Sep 20 Transformation of the global economy. UNCTAD, GATT, The Group of 77, the NIEO etc.
- Sep 27 Thinking globally - acting nationally and regionally.
- Oct 4 Review of the course - evaluation.

Teaching Methods:

The course will consist of guided reading/ seminars and lectures.

Assessment:

Two essays worth 25% each which will examine work done in the first and second terms. A longer essay/ research project that is worth 50%.

Bibliography:

Texts:

- A.M.M. Hoogvelt, *The Third World in Global Development*, 1982.
- M. Kaldor, *The Balkan Arsenal*, 1982.
- D. Armstrong, *The Rise of the International Organisation*, 1982.
- E.A. Brett, *The World Economy Since the War: The Politics of Uneven Development*, 1985.
- R. Falk, S. Kim & S. Mendlowitz, *Towards a Just World Order*, 1982.

POLS 303/ 353 - United Nations and Peace Keeping
Department of Political Studies
University of Otago

Level Course Taught: 3rd year, undergraduate

Qualification: B.A./ B.A. (Hons)

Lecturer: Ramesh Thakur

Course Content

Topic No. Topic

A. Introduction

1. Introduction
2. The Prehistory of International Organisation
3. The League of Nations
4. Origins of the United Nations

B. The UN and the International Environment

5. The Charter and its Development
6. The UN's Financial Resources
7. The UN Membership

C. The Evolution and Functioning of UN Institutions

- 8. The General Assembly
- 9. The Security Council
- 10. Secretariat and Secretary General
- 11. The Court and International Law

D. The Maintenance of International Peace and Security

- 12. Conflict Resolution
- 13. Peacekeeping and UN Forces: An Overview
- 14. Observer Groups and the UN Presence: Some Early Experiences
- 15. Korea and Collective Security
- 16. Suez and UNEF
- 17. The Middle East - 1967 and 1973
- 18. The Congo Crisis
- 19. Cyprus
- 20. Beyond the UN: Indochina
- 21. Lebanon
- 22. Multinational Peacekeeping in the Middle East
- 23. Regional Organisations
- 24. Concepts of the UN and the Future of Globalism

Bibliography:*Everyone's United Nations**The Blue Helmet: A Review of United Nations Peace-Keeping***25.213 - International Institutions****Faculty of Law****University of Auckland****Level Course Taught:** 2nd year, undergraduate**Qualification:** L.L.B.**Lecturer:** Dr. Jerome B. Elkind**Course Content:**

The principles of International Law as they relate to the structure and functioning of international institutions. The role of international institutions in the settlement of international disputes, particularly the role of the International Court of Justice. Selected projects relating to specific international institutions.

25.388 - United Nations Law and Problems of World Order***Faculty of Law****University of Auckland****Level Course Taught:** 3rd year, undergraduate**Qualification:** L.L.B.**Course Content:**

The Basic constitutional problems of the United Nations, regulation of the use of force, definition of aggression, punishment of crimes against peace, disarmament, control of atomic energy, regulation of the use of outer space, an international police force.

PEACE, WAR AND SOCIETY

PEACE MOVEMENTS

New Zealand Art History/ Art Studies
Department of Art/ Art History
Auckland College of Education

Level Course Taught: Secondary Teacher Trainees
Qualification: Dip. Teaching

Lecturer: Jill Smith

% Course Explicitly Related to Peace: 5%

Course Content:
 Course looks at New Zealand artists' involvement in the peace movement.

WISC 201 - Women and Society
Department of Women's Studies
Victoria University of Wellington

Level Course Taught: 2nd & 3rd year, undergraduate
Qualification: B.A.

Lecturers: Phillida Bunkle, Jackie Matthews, Alison Laurie

Pre-Requisites: 12 credits

Student Enrolments: 1989 (105)

% Course Explicitly Related to Peace: 10%

Course Content:
 Women and Peace is dealt with as a tutorial topic.

WISC 302 - Feminist Writing
Department of Women's Studies
Victoria University of Wellington

Level Course Taught: 3rd year, undergraduate
Qualification: B.A.

Lecturers: Phillida Bunkle, Jackie Matthews, Alison Laurie

Pre-Requisites: 6 WISC credit points

Student Enrolments: 1989 (18)

% Course Explicitly Related to Peace: 5%

Course Content:
 Feminist writing includes women peace activists.

IMAGES OF PEACE AND WAR

76.312 - Sociology of the NZ Arts
Sociology Department
Massey University

Level Course Taught: 3rd year, undergraduate

Qualification: B.A., Dip. Museum Studies, Dip. Media Studies

Lecturer: Peter Beatson

Student Enrolments: 1989 (15)

% Course Explicitly Related to Peace: 10%

Course Content:

A sociological study of the New Zealand Arts. "Images of War and Peace" makes up one module of the course.

85.200 Film and Television Studies
English Department
University of Auckland

Level Course Taught: 2nd year, undergraduate

Qualification: B.A.

Lecturer: Associate Professor R. Horrocks

Other Staff Involved: Joe Atkinson, Laurence Simmons, Suzanne Tyndel

Pre-Requisites: 6 BA papers

Student Enrolments: 1989 (160)

% Course Explicitly Related to Peace: 25%

Course Content:

The social effects and functions of films and television. Includes an analysis of TV news, and the use of films as propaganda, taking Nazi films as an example.

18.420 - Film Studies
English Department
University of Auckland

Level Course Taught: postgraduate

Qualification: M.A.

Lecturer: Associate Professor R. Horrocks

Other Staff Involved: Joe Atkinson, Laurence Simmons

Student Enrolments: 1989 (60)

% Course Explicitly Related to Peace: 25%

Course Content:

A study of films in their social context. Includes a section on Peter Watkins's films, 'The Journey' and 'The War Game'.

Media Studies
Department of Art and Community Studies
Christchurch Polytechnic

Convenors: Brian Pauling & Ruth Zanker

Content:

Course includes conflict resolution skills, the media and violence, the role of the media in reporting issues dealing with peace, war and conflict at international and national levels.

Literature of War
English Department
Dunedin Teachers College

Level Course Taught: Secondary Teacher Trainees

Qualification: Dip. Teaching, B Ed.

11.203B - The Theatre of War*
Film Studies
University of Waikato

Level Course Taught: 2nd year, undergraduate

Qualification: B.A.

Course Content:

An examination of the portrayal of war through the medium of film using a variety of fiction and documentary texts.

IMPACT OF WAR ON SOCIETY

HIST 250/251/350/351 - War & Society in Europe from the 18th Century
History Department
University of Canterbury

Level: 2nd year & 3rd year undergraduate

Qualification: B.A.

Lecturer: Dr. John Cookson

Pre-Requisites: Pass in course in History/ Ancient History at 100 level

Student Enrolments: 1989 (35), Other Years (20-30)

% Course Explicitly Related to Peace: 0-12%

Course Content:

This course seeks to exemplify the 'new' military history which looks beyond campaigns and battles (not to say, badges and buttons) to the way in which societies organise themselves to fight wars. Four periods are dealt with: (1) the 18th century, (2) the Napoleonic period, (3) the period leading up to and including World War I, and (4) World War II.

1. The 18th Century

- a. Army and Society
- b. Limited War
- c. Thought

2. The Napoleonic Period

- a. Revolutionary France
- b. Napoleon
- c. The European Response to Napoleon
- d. Post-Napoleon

3. War and the Industrial Society, 1870-1918

- a. The Franco-Prussian War
- b. War and Industrialisation
- c. Conscription and Militarism
- d. Internationalism and Pacifism
- e. Thinking about war in the 19th century
- f. World War I

4. The Second World War

- a. British society during the Second World War
- b. Total War
- c. War Economies: Britain, Germany, Russia
- d. Science and Technology
- e. Total War and Social Change

Teaching Methods:

Lectures.

Assessment:

Assessment is based on three 2000 word essays.

Bibliography:

- Parker, G. 'Warfare' in *New Cambridge Modern History*, Vol 13.
 Howard, M. *War in European History*
 Anderson, M. S. *War & Society in Europe of the Old Regime 1618-1789*
 Best, G. *War & Society in Revolutionary Europe, 1770-1870*
 Bond, B. *War & Society in Europe, 1870-1970*
 Childs, J. *Arms and Warfare in Europe, 1648-1789*
 Gooch, J. *Arms in Europe*
 Ropp, T. *War in the Modern World*
 Strachan, H. *European Arms and the Conduct of War*

Extensive list of readings issued for each lecture topic.

HIST 617 - War and Society in Britain 1793-1815
History Department
University of Canterbury

Level: postgraduate

Qualification: B.A. (Hons)/M.A.

Lecturer: Dr. John Cookson

Students Enrolments: 1989 (13), Other Years (8-12)

% Course Explicitly Related to Peace: 0-12%

Course Content:

The first part of the course is essentially a survey of the subject, though it also includes general consideration of the social impact of war. Students then begin work on a topic of their choice with a view to producing the long essay (up to 6000 words) on which they are assessed.

02.221 - War & Society: Britain and the Second World War 1939-1945*

History Department
University of Waikato

Level Course Taught: 2nd year, undergraduate

Qualification: B.A., B. Soc. Sc.

Lecturer: Margaret Avery

02.525 - British Women and the Second World War*

History Department
University of Waikato

Level Course Taught: postgraduate

Qualification: B.A. (Hons), B. Soc. Sc. (Hons), M.A., M. Soc. Sc

Lecturer: Margaret Avery

New Zealand After a Nuclear War

Department of Languages and Communication
Auckland Technical Institute

Tutors: Ian Free & John Blakey

Imagining the Future

Department of Languages and Communication
Auckland Technical Institute

Tutor: Ian Free

Content:

Course looks at the nuclear threat, levels of armaments, disarmament and views of aggression, and the implication of these issues for the future.

SOCIAL SOURCES OF CONFLICT

RACISM AND RACE RELATIONS

76.310 - Race and Ethnic Relations

Sociology Department

Massey University

Level: 3rd year, undergraduate

Qualification: B.A.

Lecturer: Dr. Paul Spoonley

Pre-Requisites: 76.201, 76.205

Students Enrolments: 1989 (25 internally, 22 extramurally)

Course Content:

The course will examine the central issues that comprise racism and ethnicity. The first section deals with the major contemporary theoretical approaches. The second part focuses on important debates and developments: South Africa, language, the New Right, anti-semitism, ethnicity, black nationalism, the extreme right, and racism. This section also deals with recent developments in New Zealand including devolution, legal pluralism, educational change, evolving New Right arguments and opposition to biculturalism. New Zealand debates and developments are considered a significant part of the course.

<u>Topic No.</u>	<u>Topic</u>
1.	Race: The History of an Idea.
2.	Slavery.
3.	Nineteenth Century Forms of Scientific Racism.
4.	The Holocaust: Genocide Justified by Science.
5.	Colonialism in the South Pacific: Maori-Pakeha Contact.
6.	Sociological Theory: Early Developments.
7.	Sociological Theory: Neo-Weberians.
8.	Sociological Theory: Neo-Marxism.
9.	Sociological Theory: Radical and Black Sociologists.
10.	State Racism: South Africa.
11.	Fascism and Racism: The 1930s.
12.	Extremism and Racism: The 1970s and 1980s.
13.	The New Right: Redefining Racism.
14.	Contemporary Colonialism: The South Pacific.
15.	State Policies: 1840-1977 - Bureaucracy and Exclusion.
16.	State Policies: 1977 - Devolution and Exclusion.
17.	Nationalism: Maori and Pakeha Ethnicity.
18.	Anti-Racism: The Politics of Opposition.
19.	New Agendas: The Implications of Post-Fordism.
20.	Strategies for Change.

Teaching Methods:

The course is taught both extramurally and internally. The students purchase a set of five study guides which contain the basic written material for the course and assignments. (There is no final exam.) The internal students attend twenty 2 hour lecture/seminar sessions which involve lectures for the first hour, and either video material, discussions or presentations by invited guests in the second hour. The extramural students attend two 2-day courses at Massey University.

Assessment:

(1) A short (1500 words) essay on the sociology of racism (20%). (2) A case study of an ethnic group (20%). (3) A major assignment on a topic of your own choice (40%). (4) Reading reviews, 3 x 500 words (20%).

Bibliography:

Spoonley, P. *Racism and Ethnicity*, Oxford Uni Press, Auckland, 1988.

SOCI 223/323 - Ethnicity
Sociology Department
University of Canterbury

Level Course Taught: 2nd & 3rd year, undergraduate

Qualification: B.A.

Lecturer: Greg Newbold

Other Staff: C. Sedgwick, A. Parr, R. Novitz.

Course Content:

The programme is divided into three main sections: Section 1, dealing with theory; Section 2, dealing with some examples of ethnic relations overseas; and Section 3, which concentrates on New Zealand and the South Pacific.

<u>Topic No.</u>	<u>Topic</u>
1.	Introduction

Theoretical Perspectives

- | | |
|----|----------------------------------|
| 2. | 'Race' and 'Ethnicity'. |
| 3. | Early Conceptions of Race. |
| 4. | The Example of Hitler's Germany. |
| 5. | Race and the World System. |
| 6. | Race and the Chicago Tradition. |
| 7. | Race in the Marxist Tradition. |

World Perspectives

- | | |
|-----|--------------------------------------|
| 8. | Ethnic Conflict in Canada. |
| 9. | USA: Historical Background. |
| 10. | USA: Contemporary Issues. |
| 11. | South Africa: Historical Background. |
| 12. | South Africa: Contemporary Issues. |

South Pacific Perspectives

- | | |
|-----|---|
| 13. | Ethnic Conflict in Fiji I. |
| 14. | Ethnic Conflict in Fiji II. |
| 15. | Indigenous Samoan Culture. |
| 16. | Western Samoans in New Zealand. |
| 17. | Maori Prehistory and Origins. |
| 18. | Maori and Pakeha in the Nineteenth Century. |
| 19. | Maori Nationalist Movements. |
| 20. | The Maori in the Twentieth Century. |
| 21. | Recent and Contemporary Issues. |
| 22. | Justice and Inequality. |
| 23. | Ethnicity and Gender. |
| 24. | 1990 and Beyond. |

25.505 - Ethnic and Race Relations*
Sociology Department
University of Waikato

Level Course Taught: postgraduate
Qualification: B. Soc. Sc. (Hons), M. Soc. Sc.

18.507 - Conflict in Multicultural Society*
Psychology Department
University of Waikato

Level Course Taught: postgraduate
Qualification: B. Soc. Sc. (Hons), M. Soc. Sc.

EDUC 305 - Race Relations and Education*
Education Department
Victoria University of Wellington

Level Course Taught: 3rd year, undergraduate
Qualification: B. A., B. Ed.

Pre-Requisites: 12 relevant 200-level credits

Course Content:

A study of race relations and of their educational implications in New Zealand and other South Pacific societies.

14.333 - Akonga Maori
Education Department
University of Auckland

Level Course Taught: 3rd year, undergraduate
Qualification: B. A.

Lecturer: Graham Smith, Linda Smith

Course Content:

Critical analysis of key issues in Maori Education, incorporating Maori language and cultural perspectives through Maori pedagogy.

14.423 - Kaupapa Maori
Education Department
University of Auckland

Level Course Taught: postgraduate
Qualification: M. A.

Lecturer: Graham Smith, Linda Smith

Course Content:

An examination of the social, political and historical implications for Maori language through a critical analysis of the interaction between Maori language and the dominant Pakeha education system.

EDUC 525 - Race Relations and Education*
Education Department
Victoria University of Wellington

Level Course Taught: postgraduate
Qualification: M.A.

Course Content:

A comparative study of race relations and education in New Zealand and Western societies.

EDUC 642 - The Politics of Education in the Curriculum*
Education Department
University of Canterbury

Level Course Taught: postgraduate
Qualification: M.Ed.

Course Content:

The politics of education: the influence of race, sex and class on the teacher and the curriculum.

04.101/ 03.102 - Introduction to Maori Society*
Department of Maori Studies/ Department of Anthropology
University of Auckland

Level Course Taught: 1st year, undergraduate
Qualification: B.A.

Course Content:

Traditional Maori society, the effects of European contact, the contemporary culture.

24.120 - A History of Race Relations in New Zealand
History Department
University of Auckland

Level Course Taught: 1st year, undergraduate
Qualification: B.A.

Course Content:

A history of racial and cultural interaction in New Zealand from the late nineteenth century to the 1980s.

MAOR 214 - Maori Land and Sea Tenure*
Department of Maori Studies
Victoria University of Wellington

Level Course Taught: 2nd year, undergraduate
Qualification: B.A.

Pre-Requisites: 6 credits in Maori language & one of MAOR 122, 123.

Course Content:

A course which examines the bases of Maori tenure of land and sea from traditional times to the present.

MAOR 216 - Te Tiriti o Waitangi*
Department of Maori Studies
Victoria University of Wellington

Level Course Taught: 2nd year, undergraduate
Qualification: B.A.

Pre-Requisites: MAOR 102 or equivalent

Course Content:

A course which examines the background of The Treaty of Waitangi, its signing, various interpretations of it, its effects upon the Maori people and its implications for future relations between tangata whenua and non-tangata whenua people in Aotearoa.

16.219A - Maori Land and Communities*
Geography Department
University of Waikato

Level Course Taught: 2nd year, undergraduate
Qualification: B.A.

Content:

Geographical perspectives on the 19th century colonization and dispossession of land; concepts of land tenure; land confiscation, the land courts and legislation of Maori land; contemporary Maori land issues including tenure, land use, planning and community development based on case studies.

Bibliography:

Kawharu, I.H. *Maori Land Tenure*
 Dyal J.R. *Maori Resource Development*
 Asher, G. & Nauls, D. *Maori Land*

66.208 - Te Mauri Maori: Maori Issues*
Maori Department
University of Waikato

Level Course Taught: 2nd year, undergraduate
Qualification: B.A.

Pre-Requisites: 66.102

Co-requisites: 66.201, 66.210

Course Content:

Maori issues since the arrival of the Pakeha.

46.215 - The Treaty of Waitangi in New Zealand Society*
Department of Social Anthropology & Maori Studies
Massey University

Level Course Taught: 2nd year, undergraduate
Qualification: B.A.

Course Content:

A review of conditions leading up to the signing of the Treaty; the text, the status afforded the Treaty, including legislative recognition. Implications for partnership and participation will be considered and the place of the Treaty in NZ society will be analysed taking into account cultural diversity, Maori development, the role of the state, and the evolution of social and economic policies.

SOCI 201 - Aotearoa New Zealand Society*
Department of Parks, Recreation and Tourism
Lincoln University

Level Course Taught: 2nd year, undergraduate

Qualification: B.P. & R. Mgt., B.C.A.

Lecturer: H.O. McGregor

Course Content:

The origins of today's society through traditional Maori settlement to the Treaty of Waitangi and subsequent developments through to present day New Zealand society. The analysis of contemporary society in terms of its origins, groups (including ethnic groups) and the processes of social change.

04.302/ 03.306 - Topics in Contemporary Maori Society*

Department of Maori Studies/ Department of Anthropology
University of Auckland

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

Course Content:

A survey of current Maori institutions, social groupings and events

04.308/ 03.304 - Social History of Maori Land Legislation*

Department of Maori Studies/ Department of Anthropology
University of Auckland

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

Course Content:

Historical study of Maori Land legislation and its social context. Oriented towards critical analysis of contemporary New Zealand society.

24.351 - Waitangi: The Treaty and the Tribunal*

History Department
University of Auckland

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

Course Content:

An examination of the Treaty of Waitangi in its international context - in relation to other treaties with indigenous peoples in the US, Canada and other British colonies - and in New Zealand History with special reference to the alienation of Maori resources and inquiries into Maori grievances, culminating in the work of the Waitangi Tribunal.

16.323 - Colonial Treaties & Tribal Lands: Comparative Studies*

Geography Department
University of Waikato

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

Course Content:

A review of the Treaty of Waitangi and the impact of European colonization on Maori land tenure systems, with comparative studies of treaty issues and indigenous land rights in North America and the Pacific. A seminar based course and keynote lectures

Bibliography:

Kawharu, I.H. (ed.) *Waitangi Maori and Pakeha Perspectives on the Treaty of Waitangi*
 Boldt, M. & Long, J.A. (eds) *The Quest for Justice Aboriginal People & Aboriginal Rights*

MC 101 - Multicultural Studies*

Department of Multicultural and Maori Studies
 Auckland College of Education

Level Course Taught: 1st year, undergraduate

Qualification: Dip. Teaching

Course Content:

This course introduces trainees to the Maori dimension and focuses on the acquisition of bicultural competencies. Many of these understandings are translated into activities and suggestions for classroom practice.

Maoritanga*

Dunedin Teachers College

Level Course Taught: 1st and 2nd year, undergraduate

Qualification: Dip. Teaching

Course Content:

Taught in 2 modules Maoritanga (a) and Maoritanga (b). Sets out to provide a range of experiences in Teah Maori, to teach and promote the use of selected Maori language, and to ensure and assist trainees in the preparation of appropriate teaching resources.

MS 231 - Nga Kakano Maori*

Department of Multicultural and Maori Studies
 Auckland College of Education

Level Course Taught: 2nd year, undergraduate

Qualification: Dip. Teaching

Course Content:

The course aims to promote confidence and growth in Tikanga Maori with particular emphasis on Maori perspectives relevant to classroom and school practices.

SO 210 - Multicultural Studies*

Department of Social and Cultural Education
 Wellington College of Education

Level Course Taught: 2nd year, undergraduate

Qualification: Dip. Teaching

Course Content:

This course is the multicultural constraint for all Division A Trainees. It aims to reinforce Tikanga Maori and develop better understanding of the aspirations and experiences of cultural groups living in Aotearoa. The cultural identity of each trainee is recognised and supported to promote understanding of the issues of biculturalism and multiculturalism in Aotearoa.

MS 301 - Maori Studies 3A*
Department of Multicultural and Maori Studies
Auckland College of Education

Level Course Taught: 3rd year, undergraduate
Qualification: Dip. Teaching

Course Content:

Language extension with an in depth study of Maori issues. The development of skills to relate and confer with community elders and to set out in written form the results of investigation.

ED 332 - Multicultural Education*
Education Department
Auckland College of Education

Level Course Taught: 3rd year, undergraduate
Qualification: Dip. Teaching

Course Content:

This course examines the proposition that from investigation of the cultural background and expectations of children from ethnic minorities, a set of culturally relevant teaching strategies and skills can be developed for use in New Zealand multicultural classrooms.

36.339 - Maori Issues in Education*
Education Department
Massey University

Level Course Taught: 3rd year, undergraduate
Qualification: B.A., B.Ed.

Course Content:

A study of relationships between cultural values and education, and of the extent of Maori educational needs and aspirations.

Multicultural Studies*
Dunedin Teachers College

Level Course Taught: 3rd year, undergraduate
Qualification: Dip. Teaching

Course Content:

Extends the emphasis to New Zealand as a multicultural society. It is concerned with extending the trainees range of cultural experiences, increasing their cross-cultural understandings, introducing them to teaching techniques and programme planning for the multicultural classroom.

Maori Studies*
Palmerston North Teachers College

Level Course Taught: All levels
Qualification: Dip. Teaching, B.Ed.

Course Content:

Maori studies is open to any trainee. The Maori studies course will provide trainees with experiences in biculturalism and bilingualism for those who have not experienced this before. These experiences will help to develop a cultural awareness and sensitivity to things Maori. It will also provide trainees with teaching skills for the teaching of the Maori language. In addition

trainees will be involved in the traditional skills of the performing arts and waiake of the Maori, weaving, fishing, agriculture, recreation, and the preparation and cooking of traditional foods.

Multicultural Studies*

Palmerston North Teachers College

Level Course Taught: All levels

Qualification: Dip. Teaching, B.Ed.

Course Content:

Multicultural studies aims: (1) To develop in trainees an awareness of their own culture and a sensitivity to other cultures (2) To ensure that all teacher trainees have the opportunity to develop their knowledge of Tikanga Maori and some Maori language (3) To assist trainees to understand and value cultural difference and to work towards a non-racist curriculum.

EDUC 55 - The Multicultural Classroom*

Education Department

Christchurch College of Education

Qualification: Dip. Teaching

Course Content:

An examination of a variety of New Zealand cultural settings from which children come to school, and a study of some implications on individual learning styles of these differing backgrounds.

32.021c - Teaching in Multicultural Classrooms*

Education Department

Hamilton Teachers College

Qualification: Dip. Teaching

Lecturer: Mr B. Carrigan

Course Content:

This course is designed to help students develop an awareness of the multicultural nature of New Zealand society and to consider the implications of this for policies and practices of the classroom teacher.

39.072b - Teaching in the Multicultural Classroom*

Department of Social Studies

Hamilton Teachers College

Qualification: Dip. Teaching

Lecturer: Mr A.M. Johns

Course Content:

A study of definitions of culture, New Zealand's multi-cultural society, minorities such as Maori and Pacific Island groups, and the provision of the educational needs of culturally different children in New Zealand secondary school classrooms.

SEXISM AND GENDER RELATIONS**02.110 - Women in History***

History Department
University of Waikato

Level Course Taught: 1st year, undergraduate

Qualification: B.A., B.Soc.Sc.

Course Content:

Aspects of the history of western civilisation from earliest times to the present day

24.107 - Women in New Societies*

History Department
University of Auckland

Level Course Taught: 1st year, undergraduate

Qualification: B.A.

Lecturer: Dr Raewyn Dalziel

Course Content:

A survey of the social, economic and political history of women in New Zealand, Australia and the USA, their role and status: how these changed, how women's lives were structured and how they moved between public and private worlds

02.231B - Ideals & Realities: Women in 19th Century Britain & America*

History Department
University of Waikato

Level Course Taught: 2nd year, undergraduate

Qualification: B.A., B.Soc.Sc.

48.210 - Women in History: Australia and New Zealand*

History Department
Massey University

Level Course Taught: 2nd year, undergraduate

Qualification: B.A.

Course Content:

A study of the history of women in Australia and New Zealand until approximately the Second World War and of historiographical issues in the writing of women's history.

HIST 325 - Gender and History*

History Department
Victoria University of Wellington

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

Pre-Requisites: 12 credits in 200-level History

Course Content:

Selected topics on Gender in History

FMST 101 - Feminist Perspectives: The Re-Presentation of Women*
Feminist Studies
University of Canterbury

Level Course Taught: 1st year, undergraduate
Qualification: B.A.

Course Content:

Historical origins, theoretical premises and methodologies of feminism. Feminism as theory and as ideology within the context of different disciplines

21.101 - Women in Society*
Women's Studies
University of Waikato

Level Course Taught: 1st year, undergraduate
Qualification: B.A., B.Soc.Sc.

Course Content:

The historical, cultural, social, occupational and family roles of women with particular emphasis on New Zealand.

21.102 - The Development of Feminist Thought*
Women's Studies
University of Waikato

Level Course Taught: 1st year, undergraduate
Qualification: B.A., B.Soc.Sc.

Course Content:

Feminist thought from Mary Wollstonecraft to the present day.

21.103 - Maori Women in Aotearoa*
Women's Studies
University of Waikato

Level Course Taught: 1st year, undergraduate
Qualification: B.A., B.Soc.Sc.

Course Content:

An examination of Maori Women's participation in contemporary society with particular emphasis on role conflicts, both cultural and gender oriented.

76.211 - Women in Society*
Sociology Department
Massey University

Level Course Taught: 2nd year, undergraduate
Qualification: B.A.

Course Content:

An analysis of women's positions in society: theoretical approaches to the image, history and contemporary situation of women, with particular reference to New Zealand.

SOCI 222/ 322 - Sociology of Gender*
Sociology Department
University of Canterbury

Level Course Taught: 2nd & 3rd year, undergraduate
Qualification: B.A.

21.201B - Women and Social Change*
Women's Studies
University of Waikato

Level Course Taught: 2nd year, undergraduate
Qualification: B.A., B. Soc. Sc.

Pre-Requisites: 21.101 or 21.102

Course Content:

An examination of the strategies and efforts of feminists both historical and contemporary, to bring about social change to alter women's roles and status.

21.202A - Women's Bodies*
Women's Studies
University of Waikato

Level Course Taught: 2nd year, undergraduate
Qualification: B.A., B. Soc. Sc.

Course Content:

The social and cultural pressures and expectations that influence women's bodies and therefore their lives.

21.203 - Special Topic: Women and the Law*
Women's Studies
University of Waikato

Level Course Taught: 2nd year, undergraduate
Qualification: B.A., B. Soc. Sc.

WIST 201 - Aspects of Feminist Theory*
Women's Studies
University of Otago

Level Course Taught: 2nd year, undergraduate
Qualification: B.A.

WIST 205 - Women and Religion*
Women's Studies
University of Otago

Level Course Taught: 2nd year, undergraduate
Qualification: B.A.

24.303A - Women and Politics*
Politics Department
University of Waikato

Level Course Taught: 3rd year, undergraduate

Course Content:

Special attention is given to the linkages between feminist theory and practice.

03.219 - Anthropological Perspectives on Gender*
Anthropology Department
University of Auckland

Level Course Taught: 2nd year, undergraduate

Qualification: B.A.

Lecturer: Dr Judith Huntsman

Pre-Requisites: 03.100, 03.101 or 03.102/04.101

Course Content:

Gender as a cultural construction has been a lively field of anthropological inquiry for the past two decades. The paper explores how other societies exhibit and conceptualise gender differences, and how various anthropologists and archeologists have dealt with them.

25.233 - Women and the Law*
Law Faculty
University of Auckland

Level Course Taught: 2nd year, undergraduate

Qualification: B.A., L.L.B.

Course Content:

A study of law as it defines women's role in society, with particular emphasis on the use of law to eliminate discrimination.

FMST 203 - Women and Change*
Feminist Studies
University of Canterbury

Level Course Taught: 2nd year, undergraduate

Qualification: B.A.

25.317/ 25.517 - Women and Work in New Zealand*
Sociology Department
University of Waikato

Level Course Taught: 3rd year, undergraduate & postgraduate

Qualification: B.A., B.Soc.Sc., M.A., M.Soc.Sc.

Pre-Requisites: Any two of 25.101, 25.102, 25.150.

Course Content:

The relationship between gender and work; the cultural ideologies that separate 'men's' work from 'women's' work in our society; historical and cross-cultural analysis of the sexual division of labour; the recent changes in women's paid and unpaid labour due to the introduction of new technology & to the changing attitudes towards women's role in our society.

21.303B - Women and Social Policy*
Women's Studies
University of Waikato

Level Course Taught: 3rd year, undergraduate

Qualification: B.A., B.Soc.Sc.

Pre-Requisites: 21.201 or equivalent

Course Content:

A gender and class analysis of the implications for women of social policy in such areas as health, family, employment, social welfare and housing.

WISC 304/ ECON 334 - Sex Roles and the Economy*
Women's Studies/ Commerce and Administration
Victoria University of Wellington

Level Course Taught: 3rd year, undergraduate

Qualification: B.A., B.C.A.

Pre-Requisites: WISC 201 or ECON 101 & 6 approved 2nd year economics subjects

Course Content:

An examination of (a) how sex roles affect the activities of women and men in the household and the voluntary and paid labour force, (b) how economic policy differentially affects men and women.

WISC 301 - Feminism and Social Theory*
Women's Studies
Victoria University of Wellington

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

Pre-Requisites: WISC 201

Course Content:

An examination of theoretical issues involved in the construction of authoritative knowledge in society and of the invisibility of women's experience in this process.

WISC 305 - Feminist Analyses of Science*
Women's Studies
Victoria University of Wellington

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

Pre-Requisites: WISC 201

Course Content:

Feminist analyses of science, technology and medicine.

RECN 320 - Women and Recreation*
Department of Parks, Recreation and Tourism
Lincoln University

Level Course Taught: 3rd year, undergraduate

Qualification: B.P. & R. Mgt.

Lecturer: C.S. Simpson

Course Content:

Examination of women and recreation in New Zealand in the light of social, economic and ideological influences, both in a contemporary and historical context. Consideration of emergent themes relating specifically to women and recreation.

46.307 - The Cultural Construction of Gender Roles*

Department of Social Anthropology
Massey University

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

Course Content:

A cross-cultural examination of the diversity and complexity of men's and women's roles, to understand how men and women shape and are shaped by particular forms of social life. Broad theoretical questions are examined within the framework of ethnographic case studies.

76.314 - Women in New Zealand: Social Structure and Ideology*

Sociology Department
Massey University

Level Course Taught: 3rd year, undergraduate

Qualification: B.A.

Course Content:

An analysis of the structural and ideological forces shaping women's public and private lives in New Zealand. These forces will be explained within the framework of current theory and traced in women's work and creativity.

32.425 - Gender Issues in Human Development*

Psychology Department
University of Auckland

Level Course Taught: Honours

Qualification: B.A. (Hons)

Lecturer: Jan Watt

Course Content:

This paper is concerned with the development of gender roles, identity and stereotypes throughout the lifespan, and includes the study of feminist theory.

82.417 - Feminist Social Theory*

Sociology Department
University of Auckland

Level Course Taught: Honours

Qualification: B.A. (Hons)

Lecturers: Dr Catherine West-Newman & Dr Maureen Molloy

Course Content:

This advanced reading course offers reflective study and discussion of current issues in feminist social theory. It considers theory which involves alternative interpretations of culture and society and includes the areas of language, morality, sexuality and political economy

36.481 - Women and Planning*

Department of Planning
University of Auckland

Level Course Taught: Honours

Qualification: B.A. (Hons), B.P. (Hons)

Lecturer: Patricia Austin

Course Content:

Concerned with how the spatial structure of society and the allocation of public resources, regional policy, much current planning practice, and housing policy affect women.

SOCI 605/ FMST 403 - Sociology of Gender*

Sociology Department
University of Canterbury

Level Course Taught: postgraduate

Qualification: M.A.

70 601 - Theoretical Perspectives in Women's Studies*

Women's Studies
Massey University

Level Course Taught: postgraduate

Qualification: M.A.

Course Content:

An examination of the historical development of the major theoretical perspectives in Women's Studies and their application to contemporary sites of social change.

PS 132/ 182, SO 132/ 232 - Women and Girls in Education*

Department of Professional Studies
Wellington College of Education

Level Course Taught: 1st and 2nd year, undergraduate

Qualification: Dip. Teaching

Course Content:

This course will examine the source of sex role differences, the process of sex-role socialisation, the values influencing sex-roles, and the problems of adjustment that are created. Based on New Zealand research, topics covered will include women in education, women and health, women and the law etc as they relate to the changing role of women in New Zealand society. The course looks at non-sexist teaching in the classroom.

36.216 - Women and Education*

Education Department
Massey University

Level Course Taught: 2nd year, undergraduate

Qualification: B.A., B.Ed.

Course Content:

A theoretical analysis of the historical and contemporary education of women, studied in the light of students' personal experiences.

PS 232/ PS 262 - Gender Equity in the Classroom*

Department of Professional Studies
Wellington College of Education

Level Course Taught: 2nd year, undergraduate

Qualification: Dip. Teaching

Course Content:

An exciting opportunity for trainees to learn and practice teaching styles, strategies and methods to become a non-sexist teacher. The curriculum will be studied for gender bias, and the inclusion of women - their experience, culture and perspectives will be a prime focus of the course. Trainees will be expected to choose a specific area of research and study within the classroom and school environment leading to positive action in developing and implementing a non-sexist school policy.

31.331/ 31.513 - Sociology of Women's Education*

Education Department
University of Waikato

Level Course Taught: 3rd year, undergraduate & postgraduate

Qualification: B.A., B.Soc.Sc., B.Ed., B.A. (Hons), B.Soc.Sc. (Hons), M.A.

Pre-Requisites: Two 2nd year Education subjects

EDUC 304 - Gender and Education*

Education Department
Victoria University of Wellington

Level Course Taught: 3rd year, undergraduate

Qualification: B.A., B.Ed.

Pre-Requisites: 12 relevant 200 level credits

Course Content:

The course takes a feminist perspective in examining gender inequalities in schooling

EDUC 318/746 / WIST 203 - Gender Issues in Education*

Education Department/ Women's Studies
University of Otago

Level Course Taught: 2nd & 3rd year, undergraduate & postgraduate

Qualification: B.A., B.Ed., M.A., M.Ed.

14.328 - Contemporary Feminist Perspectives in Education*

Education Department
University of Auckland

Level Course Taught: 3rd year, undergraduate

Qualification: B.A., B.Ed.

Lecturers: Dr Alison Jones & Karen Newton

Course Content:

This course involves critical study of various contemporary feminist theories and research in education; includes particular emphasis on Maori and class issues. Classes are based on discussion and seminars, and assessment includes case study, review and seminar presentation.

14.420 - Special Topic: Feminist Issues in Education*

Education Department
University of Auckland

Level Course Taught: postgraduate

Qualification: M.A., M.Ed.

Lecturers: Dr Alison Jones & Karen Newton

Course Content:

Issues such as post-structuralism and education will be studied. To what extent is post-structuralism useful in the study of feminist educational issues? Such issues include the New Zealand media's construction of gendered/ nationalist/ monocultural images, and educating women in New Times.

EDUC 523 - Gender and Education*

Education Department
Victoria University of Wellington

Level Course Taught: postgraduate

Qualification: M.A., M.Ed.

Course Content:

An analysis of the relations between gender issues and educational policy.

EDUC 613/ FMST 402 - Feminist Issues in Education*

Education Department
University of Canterbury

Level Course Taught: postgraduate

Qualification: B.A.(Hons), M.Ed.

Course Content:

An exploration of educational issues in the light of feminist theory and methodology. The course is feminist in content and approach.

16.208 - Women in Australasia: Gendering Space*

Geography Department
University of Waikato

Level Course Taught: 2nd year, undergraduate

Qualification: B.A., B.Soc.Sc.

Course Content:

The way in which gender is integral to the spatial ordering of, and thinking about our world. Case studies will focus on the home, city layout, regionalisation and recent changes in the relations of men and women to the environment in Australasia.

16.308A - Feminist Geography: Critique and Construct*
Geography Department
University of Waikato

Level Course Taught: 3rd year, undergraduate
Qualification: B.A., B.Soc.Sc.

Pre-Requisites: 16.208

Course Content:

A theoretical course based on gender and feminist literature in Geography. The literature will be critically connected to feminist theoretical debates and explored using notions of critique and construct.

EDUC 57 - Women in Society and Education*
Department of Education
Christchurch College of Education

Qualification: Dip Teaching

Course Content:

This course will examine women's issues with a focus of women in education, sexism in education, society's attitudes relating to women and sex-role stereotyping.

MAOR 97 - Maori Women and Health*
Maori Studies Department
Christchurch College of Education

Qualification: Dip Teaching

Course Content:

This course is concerned with all aspects of Maori women and health from a feminist viewpoint. For example it deals with women in mythology, in classical Maori society and up to the present day.

OTHER SOURCES OF SOCIAL CONFLICT

76.205 - Modern Social Problems
Sociology Department
Massey University

Level: 2nd year, undergraduate
Qualification: B.A. (Hum), B.A. (Soc.Sc), B.S.W.

Lecturer: Paul F. Green
Other Staff involved: Ephra Garrett

Pre-Requisites: 76.101 or 76.102

Students Enrolments: 1989 (60 internal, 48 extramural), Other Years (approx 150 total)

% Course Explicitly Related to Peace: 25%
% Course Could be Related to Peace: 50%

Course Content:

A comparative analysis of social problems with particular reference to New Zealand society. Topics to be studied include crime and deviance, poverty, homicide and suicide, drug abuse, changing sex roles, sexual violence, race relations, modernisation, development and dependence.

Term I: We begin by developing three general perspectives on deviance and social problems. A variety of theories, concepts and viewpoints are developed with respect to poverty, dependent development and modernisation. The political economy and ideology of development, the ecological limitations on growth and the role of multinationals influencing NZ and the evolving world system are considered jointly. **Term II:** We consider here a selection of traditional social problems and deviance topics and tie them into general theories of society. The NZ problems are comparatively assessed in relation to crime, drug abuse, homicide and suicide, sex role conflicts and marriage and family. **Term III:** Finally, the cultural conflicts manifest in race relations, nationalism, international conflicts and images of modernity or the future are considered. The course comes full circle to a consideration of NZ's prospects for a peaceful, stable development in the emerging world system.

Teaching Methods:

Internally: lectures and seminars. Extramurally: Tapes, study guides and readings. Vacation courses on campus.

Assessment:

(1) Written assignment classifying authors (50 points). (2) Multiple choice test (100 points). (3) Critical book review (100 points). (4) Three essay topics (150 points). (5) Final exam (300 points).

Bibliography:

Green, P.F. & Garrett, E. *Studies in New Zealand Social Problems* 1990

25.205A - Social Inequality*

Sociology Department
University of Waikato

Level Course Taught: 2nd year, undergraduate

Qualification: B. Soc. Sc.

Pre-Requisites: Any two of 25.101, 25.102, 25.150.

Course Content:

Race, Class and Gender dynamics in selected countries. The course subjects contemporary social and political theory to critical appraisal, using both feminist theory and third world perspectives.

POLS 325 - Special Topic: Power and Powerlessness

Politics Department
Victoria University of Wellington

Level: 3rd year, undergraduate

Qualification: B.A., B.C.A.

Lecturer: Professor Margaret Clarke

Pre-Requisites: POLS 112 or 111

Students Enrolments: 1989 (47), Other Years (about the same)

% Course Explicitly Related to Peace: 0%

% Course Could be Related to Peace: 25%

Course Content:

Politics has been said to be about who gets what, when and how. In this course we shall instead focus on groups who do not get an equitable share of the "goods" distributed by national and international political systems. We shall consider some theories of power and powerlessness for explanation and understanding, and look at particular social situations of structured inequality. The course covers the following topics:

1. General - Theories of power and powerlessness
2. Race, Slavery, Colonialism, Incarceration.
3. Poverty.
4. Gender.
5. Age and Youth.
6. Reaction and Rebellion.

Teaching Methods:

The course is run along seminar lines, with selected students responsible each week for presenting a paper and/or leading discussion. Because of the co-operative nature of the course regular attendance is required.

Assessment:

One extended piece of written work (3000-4000 words) and class participation will count 60% of final grade. An in-class test will account for the other 40%.

Bibliography:

An extensive reading list is supplied for each topic.

CRIM 212 - Crime and Delinquency in New Zealand
Institute of Criminology
Victoria University of Wellington

Level: 2nd year, undergraduate

Qualification: B.A.

Lecturer: Dr. John Pratt

Other Staff involved: Ms Jan Robinson

Pre-Requisites: CRIM 211

Students Enrolments: 1989 (77), 1988 (58)

% Course Explicitly Related to Peace: 90%

Course Content:

This course is designed to compliment CRIM 211 which will have introduced you to the various theories of crime causation. Now we will concentrate on specific forms of crime and delinquency in NZ, while at the same time situating these matters in the political context of the 1980s. In this respect, we will thus examine the way in which law and order is currently discussed in NZ. This will be followed by analysis of, for example, sex crimes, pornography and prostitution, youth crime and delinquency, violence in NZ and various aspects of this particular phenomenon. Further details of these topics are set out in the following outline.

<u>Lecture No.</u>	<u>Topic</u>
1. & 2.	Law and Order in New Zealand in the 1980's: A comparison with other countries.
3.	Feminism and Crime. (Jan Robinson)
4.	Rape Myths (Jan Robinson)
5, 6, & 7.	Rape Law, Sexual Assault & Sexual Offenders (Warren Young/ Christina Rush)
8.	Prostitution (Jan Robinson)
9. & 10.	Pornography (Jan Robinson)

- 11, 12 & 13. Youth Crime and Youth Culture
- 14 & 15. Conservatism and the New Right
- 16. Left Realism
- 17. Violence in New Zealand
- 18. Violence in the Media
- 19, 20 & 21. Domestic Violence (Jan Robinson)
- 22, 23, 24. Child Abuse (Jan Robinson)

Teaching Methods:

Two hours of lectures and one hour of tutorials each week.

Assessment:

Two 1500 word assignments (50%) and a final examination (50%).

Bibliography:

A set of course materials has been prepared for the course

CRIM 805 - Specific Crime in New Zealand
Institute of Criminology
Victoria University of Wellington

Qualification: Certificate in Criminology

Lecturer: Dr. John Robinson

Other Staff: Ms Jan Robinson

Pre-Requisites: CRIM 801

Students Enrolments: 1989 (6), 1988 (10)

% Course Explicitly Related to Peace: 90%

Course Content:

This course is essentially the same as CRIM 212, except that lecture topics 'Conservatism and the New Right', 'Left Realism' are replaced by 'Drugs and Solvent Abuse', 'Truancy and Delinquency', 'Victims and the Risk of Crime in New Zealand'

18.516 - Violence in the Family and Society
Psychology Department
University of Waikato

Level Course Taught: postgraduate

Qualification: B. Soc. Sc. (Hons), M. Soc. Sc.

Lecturer: Jane & James Ritchie

Student Enrolments: 1989 (9), Other Years (7).

Course Content:

Topic No. Topic

Section 1: Background Issues

- 1. Definitions of Violence.
- 2. Is it Human Nature?
- 3. Is it Cultural?

4. Is it the Result of Frustration?
5. Is it Cathartic?
6. Is it Gender Linked?
7. Does the Finger Pull the Trigger or the Trigger Pull the Finger?

Section 2: Violence in the Family

8. Social Approval for Violence.
9. Social Factors in Family Violence.
10. Parent-Child Violence.
11. Child Abuse.
12. Sexual Abuse.
13. Sibling Violence.
14. Marital Violence.
15. Support for Families.

Section 3: Violence in Society

16. Alcohol.
17. Schools.
18. Unemployment and Social Deprivation.
19. Rape.
20. Sport.
21. Institutional Violence.
22. Violence and Crime.
23. Political/ Religious Systems.
24. Political Protest.
25. Gangs and Guns.
26. Role of the Media.
27. Nuclear War: The Ultimate Violence.
28. Personal and Social Alternatives to the Expression of Aggression.

Teaching Methods:

Weekly seminar.

Assessment:

Chapter commentaries (20%), Two Seminar Papers (40%), Research Project (40%).

Bibliography:

Richie, J & J. *Spun the Red*, George Allen and Unwin, 1961.
 Richie, J. & J. *All Black and Blue*, Draft Manuscript, 1989.

20.444 - Social Geography **Geography Department** **University of Auckland**

Level: postgraduate

Qualification: M.A.

Lecturer: Dr. Robin A. Kearns

Pre-Requisites: Entry to MA

% Course Explicitly Related to Peace: 12%

% Course Could be Related to Peace: 25%

Course Content:

This course will provide a forum to discuss reading, research and lived experience of geographical aspects of social issues relevant in contemporary New Zealand. A number of current theoretical perspectives in social geography will be discussed. Comprises a survey of social

process and spatial structure in Western Societies with emphasis on experience of place, home and homelessness, health and quality of life, conflict and co-operation. Also includes geography of peace and war and perspectives on the Waitangi Tribunal.

Teaching Methods:

The course is interactive in style, with participants expected to read and consider the literature and contribute to class discussion.

Assessment:

Final examination (60%). The remaining 40% will be assessed by means of participants completing i) two short essays and ii) and original piece of research.

Bibliography:

A list of readings is provided for each lecture topic.

84.200 - Environmental Studies

Department of Planning

University of Auckland

Level Course Taught: 2nd year, undergraduate

Qualification: B.A.

Lecturer: Jeanette Fitzsimons

Pre-Requisites: 24 first year credits including one science paper

Student Enrolments: 1989 (125)

Course Content:

Overview of the causes and nature of environmental problems and possible responses. Some focus on developing countries. Resource availability and pollution are, and will be increasingly a source of world conflict.

PHSC 310 - Meteorology

Department of Natural Resources Engineering

Lincoln University

Qualification: B. Agr. Sc., B. Hort. Sc., B. Sc.

Lecturer: Dr. Neil Cherry

Content:

A study of the weather and climate including physical and chemical processes in the earth/atmosphere system; meteorological phenomena and climatology. Includes material on global environmental issues, and nuclear winter.

THIRD WORLD AND DEVELOPMENT

76.203 - Three Worlds in the Pacific
Sociology Department
Massey University

Level: 2nd year, undergraduate

Qualification: B.A., Diploma Developmental Studies, Dip. Soc. Sc.

Lecturers: Dr. Brian A. Ponter and Jye Kang

Pre-Requisites: 76.101 or 76.102 or 44.221 or 45.209 or 46.108 or 48-207

Students Enrolments: 1989 (50), 1988 (16)

% Course Explicitly Related to Peace: 100%

Course Content:

An introduction to theories of development. The general theories are then related to specific issues: urbanisation, education, aid, political development, industrialisation and rural development. Theories and issues are related to case studies of societies in the Pacific region, Nicaragua, Fiji and The People's Republic of China.

Teaching Methods:

Lectures.

Assessment:

Assignment 1 (20%). Test (20%). Assignment 3 (20%). Final Exam (40%)

Bibliography:

Webster, A. *Introduction to the Sociology of Development*, Macmillan, 1984.

82.209 - Introduction to the Sociology of Development*
Sociology Department
University of Auckland

Level: 2nd year, undergraduate

Qualification: B.A.

Lecturers: Ivanica Vodanovich & Chuny McPherson

Pre-Requisites: Sociology I or Pacific Studies paper.

Course Content:

An introduction to third world development which examines topics such as issues of poverty and inequality, the developmental problems of particular groups such as women, cultural development, third world states and revolutions, etc.

POLS 203 - Politics of Development: Middle East*
Department of Political Science
University of Canterbury

Level Course Taught: 2nd year, undergraduate

Qualification: B.A.

POLS 210 - Politics of Development*
Department of Political Science
University of Canterbury

Level Course Taught: 2nd year, undergraduate
Qualification: B.A.

76.309 - The Third World: Problems and Theories
Sociology Department
Massey University

Level: 3rd year, undergraduate
Qualification: B.A., Dip. Developmental Studies, Dip. Soc. Sc.

Lecturer: Dr. Brian A. Ponter

Pre-Requisites: 76.203

Students Enrolments: 1989 (7), 1988 (4)

% Course Explicitly Related to Peace: 100%

Course Content:

Social, economic and political characteristics of the third world. The global context. Nature, origins and criticism of post-modernisation development theories. Paiseo-Marxist, dependency, world systems; articulation of modes of production. Analysis of major issues, for example, multinationals, women and development, the media and the third world and rural development. Case studies will be taken from Africa and the South West Pacific.

Teaching Methods:

One two hour lecture per week.

Assessment:

Assignment 1 (20 points), Assignment 2 (20 points) and Test (40 points)

Bibliography:

Harrison, D. *The Sociology of Modernisation and Development*, Unwin Hyman, 1988
 Long, N. *An Introduction to the Sociology of Rural Development*, Tavistock, 1977.
 Taylor, J.G. *From Modernisation to Modes of Production*, Macmillan, 1979
 Worsley, P. *Three Worlds*, Macmillan, 1983
 Webster, A. *An Introduction to the Sociology of Development*, Macmillan, 1984.

POLS 311 - Politics of Development*
Department of Political Science
University of Canterbury

Level Course Taught: 3rd year, undergraduate
Qualification: B.A.

76.411 - Sociology of Underdevelopment
Sociology Department
Massey University

Level: postgraduate

Lecturer: Dr. Brian A. Ponter

Pre-Requisites: None

Students Enrolments: 1989 (2), 1988 (2)

% Course Explicitly Related to Peace: 100%

Course Content:

The course aims to:

1. describe economic, social & political conditions existing in 3rd world countries.
2. evaluate the explanatory usefulness of theories relating to these conditions
3. review plans and projects to ameliorate them.

The course content covers:

1. Analysis of the concept of 'third world' its history and usefulness. Third worldism as ideology.
2. Overview of development theory concentrating on the post-modernisation period. The current state of development theory. Possible future theoretical trends.
3. Examples and case studies will be taken from South West Pacific and Central Africa. The focus will be rural rather than urban.

Teaching Methods:

Depending on the number of students, teaching format will be by directed reading and seminar or by a course of lectures. Students will be expected to attend some of the lectures offered in 76.309 The Third World: Theories and Problems.

Bibliography:

- Harrison, P. *The Sociology of Modernisation and Development* Unwin Hyman, 1988.
 Seers, D. *Dependency theory: A Critical Reassessment* Pinter 1981
 Taylor, J. *From Modernisation to Modes of Production*, Macmillan, 1979
 Worsley, P. *The Three Worlds: Culture and World Development* 1983.

POLS 608 - Politics of Development: Asia*

Department of Political Science
 University of Canterbury

Level Course Taught: postgraduate

Qualification: M.A.

31.421 - Development and Underdevelopment

Interdisciplinary
 Massey University

Level Course Taught: postgraduate

Qualification: M.A.

Course Content:

An interdisciplinary paper which will explore the historical origins and contemporary processes of development and underdevelopment. Will examine theories and schools of thought which seek to explain the causes of underdevelopment and to structures and strategies addressing the problem.

POLS 611: Politics of Development: Women, Ecology & Development*

Department of Political Science
 University of Canterbury

Level Course Taught: postgraduate

Qualification: M.A.

POLS 414 - Military and Politics in the Non-Western World
Politics Department
Victoria University of Wellington

Level Course Taught: Honours
Qualification: B.A. (Hons)

Lecturer: Dr. S. Krishnamurthy

Pre-Requisites: Familiarity with political and economic developments in developing countries

Student Enrolments: 1989 (12), Other Years (12-14)

% Course Explicitly Related to Peace: 50%

Course Content:

The main focus of this course will be on understanding the nature of civil-military relations in developing countries in modern times. Main emphasis will be on analysing the changing pattern of civil-military relations in selected countries in Asia, Africa and Latin America, especially the increasing trend towards 'militarisation' of the politics in the selected regions. In our introduction we will also look into the current trends in civil-military relations in selected liberal democratic and communist countries in the West as a background.

Our general discussions will revolve around the following topics: 1. The emergence of modern professional soldier. 2. Current views on civil-military relations. 3. Military led coup d'état as a political process in developing countries. 4. Military in Power: characteristics of the military dominated regimes and related topics. 5. Problems confronting the military when they seize political power. 6. Internal security operations and the armed forces in military dominated regimes (examples, Thailand, Indonesia), and in liberal democratic countries (example, India, Sri Lanka). 7. The soldier as Peace Keeper under the United Nations authority. 8. Withdrawal from the political arena and problems of political succession in military dominated regimes.

Teaching Methods:

We will have weekly sessions during the first half of the year when we will discuss the general themes. During the second half we will take up case studies for closer analysis in our fortnightly sessions.

Assessment:

Two papers on topics selected in consultation with me will account for 50% and the final examination (3 hours) will account for 50%.

Bibliography:

- Finer, S.E. *The Man On Horseback*, 1975.
 Guttridge, W. *Military Institutions and Power in the New States*, 1965.
 Huntington, S.P. *The Soldier and the State*, 1957.
 Janowitz, M. *Military Institutions and Change in the Developing Nations*, 1977.
 Perlmutter & Bennet (ed.). *The Political Influence of the Military: A Comparative Reader*, 1980.

RELIGIOUS AND ETHICAL PERSPECTIVES ON JUSTICE AND PEACE

DE 1406 - Christian Ethics
Department of Systematic Theology and Biblical Studies
St John's College

Level: 1st year
Qualification: B.Theol., L.Th.

Lecturer: Dr. S. May
Other Staff Involved: Rev E. Bennet

Students Enrolments: 1989 (15)

% Course Explicitly Related to Peace: 12%
% Course Could be Related to Peace: 25%

Course Content:
 Course is a general survey of Christian Ethics. Peace concerns represent one part of the whole area of Christian Ethics

RELI 311 - Contemporary Western Religious Thinkers
Department of World Religions
Victoria University of Wellington

Level: 3rd year, undergraduate
Qualification: B.A.

Lecturer: Dr. James Veitch

Pre-Requisites: None

Students Enrolments: 1989 (11)

Course Content:
 This course is concerned with the way in which Western religious thinkers have approached ethical issues and moral values in the twentieth century. Topics for discussion and analysis will cover the political, economic, sexual, legal and medical areas. Attention will be given to the religious principles upon which decision making has been based, and the new approach to Christian ethics will be examined.

In 1990 the course will have a module on war and peace.

Teaching Methods:
 Lectures

Assessment:
 Two essays and two class tests.

Bibliography:
 Cupitt, D. *The New Christian Ethics*, 1988.
 Department Reader.

34.104 - Practical Ethics
Philosophy Department
Massey University

Level: 1st year, undergraduate

Qualification: B.A., B.B.S.

Lecturer: Dr R.W. Perren

Other Staff involved: Mr. J. Barry

Pre-Requisites: None

Students Enrolments: 1989 (76)

% Course Explicitly Related to Peace: 25%

% Course Could be Related to Peace: 60%

Course Content:

Introduction to ethics through examination of critical notions like equality, the morality of killing, violence and civil disobedience, nuclear deterrence, etc.

PHIL 103 - Introduction to Moral Philosophy
Philosophy Department
University of Otago

Level: 1st year, undergraduate

Qualification: B.A.

Lecturer: Dr Charles Pigden

Student Enrolments: 1989 (200)

Course Content:

A general introduction to ethical theory, plus some practical ethics. Includes sections on nuclear deterrence, business ethics and the environment.

Bibliography:

Reich, J. *Introduction to Moral Philosophy*

Lyons, *Ethics and the Rule of Law*

Singer, *Practical Ethics*

34.203/ 34.303 - Ethics
Philosophy Department
Massey University

Level: 2nd & 3rd year, undergraduate

Qualification: B.A.

Course Content:

A critical examination of major ethical topics such as egoism, utilitarianism, deontology, prescriptivism, virtue, rights, justice.

29.210 - Applied Ethics
Philosophy Department
Auckland University

Level: 2nd year, undergraduate

Qualification: B.A.

Lecturer: Dr Christine Swanton

Pre-Requisites: None

Students Enrolments: 1989 (60), Other Years (approx 40)

% Course Explicitly Related to Peace: 20%

Course Content:

Course deals with ethical problems such as abortion, and has a 20% component dealing with the morality of nuclear deterrence.

PHIL 222 - Contemporary Moral Problems

Philosophy Department
University of Canterbury

Level: 2nd year undergraduate

Qualification: B.A.

Lecturer: Dr D. Novitz

Course Content:

This course attends to a variety of contemporary moral problems. Each problem gives rise to very basic issues in moral philosophy, issues which lie at the heart of normative and meta-ethics, and which need to be addressed if any progress is to be made in solving everyday moral problems. The course includes lectures on 'Pain and Affluence', 'Justice and the Distribution of Resources', and 'The Morality of War'.

Bibliography:

Tom Regan, *Matters of Life and Death*

John Arthur & William Shawcross (eds), *Justice and Economic Distribution*

06.203A/ 06.303A - Ethics in War and Peace

Philosophy Department
University of Waikato

Level: 2nd & 3rd year, undergraduate

Qualification: B.A./ B.Sc./B.Ed

Lecturer: Alastair S. Gunn

Pre-Requisites: 06.106

Student Enrolments: 1988 (50)

Course Content:

This course deals with ethical aspects of the use of force. The central topic is the morality of war. Using ethical theories such as utilitarianism and natural rights, we shall ask: What is war? Is a state ever justified in waging war, and if so, in what circumstances? Is war "a mere continuation of policy by other means"? Are there just and unjust means of waging war? - Do "total war" and nuclear weapons raise different issues for war waged by more traditional means?

Individual participation in war gives rise to related questions. Killing is regarded as morally wrong in all but the most exceptional circumstances. The state forbids and punishes the use of force by individuals in most contexts, but claims to legitimize it in wartime. Is there a difference between legitimate use of force and what is usually referred to as violence? Is there an obligation to accept military service, or ought provision to be made for conscientious objection? What is pacifism, and is it a duty in any of its various forms? Is there a morally relevant difference

between the involuntary status of conscript and the choice to volunteer or to be a professional soldier or mercenary?

We shall also study some basic problems about the authority of the state over the individual. Is there a general obligation to obey the law as such, and if so are there exceptions? What are the limits to justified protest and civil disobedience? Is the use of force by civil disobedients and protestors ever justified? Some individuals have claimed the right to perform acts in pursuit of political ends which under civil law are serious crimes. Are acts of this sort ever justified?

PHIL 205 - Ethics I
Philosophy Department
University of Otago

Level: 2nd year, undergraduate

Qualification: B.A.

Lecturer: Dr Charles Pigden

Course Content:

This course deals with British moral philosophy of the 17th and 18th centuries. The focus of the course will be on meta-ethics - or better, the epistemology of morals. But there will be forays into political philosophy, practical ethics etc. Issues of war and peace may be discussed.

POLS 361/ PHIL 361 - Ethics and Politics
Politics and Philosophy Departments
Victoria University of Wellington

Level: 3rd year, undergraduate

Qualification: B.A., L.L.B., B.C.A., B.Sc

Lecturers: Paul Harris (Politics) & Chris Parkin (Philosophy)

Pre-Requisites: 12 200-level credit points in Politics including one of POLS 261, 266 Or 12 credit points in Philosophy including one of PHIL 261, 262.

Students Enrolments: 1989 (10)

% Course Explicitly Related to Peace: 15%

% Course Could be Related to Peace: 25%

Course Content:

An examination of alleged connections (or lack of them) between morals and politics with especial reference to topical issues of public policy. Topics include politics and violence. To be extended to include nuclear armament and disarmament in 1990.

PHIL 357 - Ethics II
Philosophy Department
University of Otago

Level: Honours

Qualification: B.A. (Hons)

COMMUNITY EDUCATION

ISSUES OF PEACE AND WAR

Peace Talks: Peace-Making in the 1990's
Manawatu WEA

Co-ordinators: Planning group of 4.

Students Enrolments: 35-60 attended each week over 5 weeks

% Course Explicitly Related to Peace: 100%

Course Content:

Date Topic

- Apr 3 Government perspective (Hon Fran Wilde)
- Apr 10 The role of small nations such as NZ/ Aotearoa in peace-making (Dr. Kevin Clements)
- Apr 17 Speaker on behalf of the indigenous peoples of the South Pacific (Hilda Haukyard-Harawira)
- Apr 24 Role of technology in arms control. Possible role for NZ in satellite monitoring (Professor Bob Hodgson)
- May 1 Defence and Economics (Brian Easton)

Received a grant from PACDAC to run the course.

"The Journey"
Canterbury WEA

Tutors: Nigel Weston, Vern Tie

Course Content:

Sections of the video "The Journey" are shown and followed up with discussion.

CONFLICT RESOLUTION

Resolving Conflict
Department of Art and Community Studies
Christchurch Polytechnic

Tutor: Rosemary Tredgold

Course Content:

An introduction to skills of dealing with conflict within work, family, marriage and social settings. The skills include active listening, experiencing another's point of view, negotiation and dealing with differences. You must first have attended an Assertion Training course before enrolment.

Solving Interpersonal Problems in Organisations
School of Training for Trainers
Wellington College of Education

Tutors: Colin Martin, Jules Esther, Richard Moss, Vivienne Thomson

Course Content:

By the end of this course participants can expect to have developed skills and understanding of systems theory and more particularly the steps of: Information gathering, Problem definition, Circular v Linear Thinking, Principles of systematic problem solving, Techniques of systematic problem solving.

Staff Counselling

School of Training for Trainers

Wellington College of Education

Tutors: Colin Martin, Jules Esther, Richard Moss, Vivienne Thomson

Course Content:

This two day course is skills-based and will give individuals a range of skills and attitudes to enable them to communicate their message effectively while remaining responsive to the concerns of others, in job situations. Specifically participants can expect to develop their skills and understanding in the following areas: styles of communication, when and how to use authority, when and how to use influence, how to manage conflict, how to make contracts, how to solve problems.

Negotiating Skills

School of Training for Trainers

Wellington College of Education

Tutors: Colin Martin, Jules Esther, Richard Moss, Vivienne Thomson

Course Content:

This course develops skills for negotiating with colleagues, managers and others for the provision of training, problem solving and intervention generally for staff and organisation developments. The content for this Negotiating Skills course will include: clarifying points of negotiation, consensus and compromise, negotiation and conflict, the use of power in negotiation, maintaining self in the moment of negotiation, reaching mutually agreed outcomes.

Peaceful Relationships

Department of Community Development

Wairiki Polytechnic

Tutor: Martyn Evans, Richard Bird

Students Enrolments: 1989 (100)

% Course Explicitly Related to Peace: 80%

Course Content:

Part-time course of 6 to 20 hours in length looking at ways of dealing with anger and conflict situations.

Conflict Resolution

Wellington WEA

Tutor: Peter Macane

Course Content:

Conflicts are inevitable in life, but they can be solved if you know how. This course presents the proven basic techniques in conflict resolution.

Interpersonal Communication
Department of Art and Community Studies
Christchurch Polytechnic

Tutor: Lesley Evans

Course Content:

A course to help understand and practice communication skills by introducing a variety of theories and methods, including transactional analysis, interview skills, conflict and mediation skills and role theory

Conflict Management*
Health Department
Manakau Polytechnic

Course Content:

Seminar on conflict management

Anger Management/ Managing Anger Constructively
Wellington WEA

Tutor: Jennifer Bradshaw

Students Enrolments: Two courses comprising six 2-hour sessions

Course Content:

For those who have trouble controlling tempers, expressing frustrations, or anger. Learn to use anger constructively.

Anger Management Training Programme (Keritobie Prison)
Wanganui Regional Community College

Convenor: Averil Lockhart

Course Content:

1. Provision of Information on How to Change: a) Looking at the attitudes surrounding violent behaviour. b) Introduction of techniques for stopping violence and dealing with anger in appropriate ways. 2. Provision of the Opportunity to Practice Skills.

Anger Management
Department of Community Development
Waikariki Polytechnic

Tutors: Martyn Evans, Richard Bird

Students Enrolments: 1989 (100)

% Course Explicitly Related to Peace: 80%

Course Content:

Part-time course of 6 to 20 hours in length looking at ways of dealing with anger and conflict situations.

Training for Trainers*
Department of Community Education
Manakau Polytechnic

Course Content:

Facilitation skills; Stop violence and harness anger; Action methods for teaching and learning

Assertiveness for Women
Wellington WEA

Tutors: (1) Robyn Du Chateau, (2) Kaye Perkin, (3) Amanda Ellis

Course Content:

Becoming assertive about communicating more clearly and directly, asking for our needs to be met, knowing and setting our own limits and dealing with conflict more effectively

Self-Esteem for Women
Department of Community and General Studies
Manawatu Polytechnic

Convenor: Colleen McPherson

Tutor: Janet Mace

Students Enrolments: 1989 (32)

Course Content:

This course offers women the opportunity to examine factors that have influenced their development and to explore a variety of ways to take more control of their lives. Relates to inequality, conflict and social justice.

Assertiveness Skills for Women
Department of Community and General Studies
Manawatu Polytechnic

Convenor: Colleen McPherson

Students Enrolments: 1989 (60)

Course Content:

Introductory course designed to help women understand and practice basic assertiveness skills. Assertiveness is communicating your needs, feelings and ideas to others effectively and with confidence. Knowing and respecting your rights and the rights of others is fundamental.

P6016/ P6017/ P6018 - Assertiveness for Women*
Department of General Studies
Hut Valley Polytechnic

Course Content:

Ten session course about communication skills. It is for people wishing to improve their spoken communication skills with others at work, at home and in the community.

Courses for Women*
Department of Community Studies
Otago Polytechnic

Course Content:

Communication, Assertion, Advanced communication skills (negotiating, conflict resolution).

Courses for Women*
Department of Community and Maori Studies
Taranaki Polytechnic

Course Content:

Assertiveness, Communicating positively, Anger management for angry women, Assertiveness and relaxation for women, Conflict resolution for women.

Women's Studies Programme*
School of Community Education
Hawkes Bay Community College

Course Content:

Assertiveness training.

Assertion Training*
Department of Art and Community Studies
Christchurch Polytechnic

Course Content:

For men and women interested in learning to express feelings and opinions without awkwardness, embarrassment or guilt.

Assertiveness Training
Wellington WEA

Tutor: Colin Isles and woman co-facilitator

Course Content:

Course for men and women. Gender issues will be considered as well as assertiveness, its responsibilities and effective communication.

Personal Growth Classes*
Department of Community Education
Manakau Polytechnic

Course Content:

Self-Assertion, Communication Skills; Confidence and Assertion for Men, Anger Management

Community Service Certificate*
School of General Studies
Wellington Polytechnic

Course Content:

Course includes 27 hour modules on Assertiveness and Human Relations.

Communication Seminars*
Department of Communication Studies
Auckland Technical Institute

Course Content:

To develop effectiveness and confidence in a wide range of communication situations. Assertiveness, active listening, practical writing, stress management, negotiation skills, time management.

Communication Skills*
Department of Community Programmes
Nelson Polytechnic

Course Content:

Communication skills; Assertiveness Training; Conflict Resolution.

Assertiveness for Men
Wellington WEA

Tutor: Mike Sagar

Students Enrolments: Six 3-hour sessions

Course Content:

Communication skills, without aggression. How to get the message across to others and understand messages for you.

Interpersonal & Assertiveness Skills for Men
Department of Community & General Studies
Manawatu Polytechnic

Tutors: Colleen McPherson, Phil Skogstad

Students Enrolments: 1989 (14)

Course Content:

Being clear about what you think, feel and want - getting it across to others and listening too. The areas of skill development include: effective listening, handling people problems, co-operation in achieving objectives, understanding conflicts, recognising and making use of individual differences.

Men's Programme
School of Community Education
Hawkes Bay Community College

Course Content:

Assertiveness training.

RACISM AND RACE RELATIONS

Bi-Cultural Development/ Anti-Racism Workshop
Wellington WEA

Convened by: Project Waitangi

Course Content:

A two-day workshop on anti-racism. Pakeha-to-Pakeha training. Covers Pakeha culture, Treaty of Waitangi, institutional racism, structural analysis, strategies for change.

The Treaty of Waitangi: From Talk to Action
Manuwatu WEA

Students Enrolments: 150 over 4 sessions

Course Content:

A series of four dialogue discussions of the Treaty, addressing two questions: (1) How is the Treaty implemented in national charters? (2) What does the Treaty mean for local policies? Four major sectors will be discussed: conservation, health, education and local government.

Project Waitangi
Otago WEA

Convenor: Tim Jones

Students Enrolments: 1989 (6), 1988 (36)

Course Content:

The story behind Maori land and fishing claims? What are pakeha responsibilities under the Treaty of Waitangi? Pakeha culture, the Treaty racism and what to do about it.

4.2 PLANNED COURSES IN PEACE STUDIES

PEACE EDUCATION

Issues for Education
Department of Social & Cultural Education
Wellington College of Education

Year to Be Introduced: 1990

Level: 1st, 2nd & 3rd year primary trainees

Qualification: Dip. Teaching

Lecturers: Phillipa Smith & Des Brough

Content:

Participants will be developing:

Knowledge and understanding of:

- the major issues that face Aotearoa/ NZ, in particular, and those of the world community in general, such as issues to do with peace and conflict, development, politics and economics, human rights, and responsibilities and the environment
- the ways social and cultural values influence people's perceptions of the world.
- relationships between issues, and education and schooling and classroom practice.

Attitudes of:

- genuinely valuing democratic principles and processes at interpersonal, local, national, and international levels and showing a willingness to work for a just world.
- human dignity, including sense of worth as individuals and towards their own and others' social and cultural backgrounds.
- critical inquiry

Skills in:

- reflection, critical thinking and analysis
- understanding basic concepts, and making and testing generalisations relating to issues.
- researching issues using a variety of sources, including interviews, printed and audio-visual material.
- communicating ideas about issues in a variety of ways.
- reflection of education and schools in NZ and their own classroom practice, in the light of their knowledge of issues.
- participating in/ influencing decision-making at school, local, national and international levels.

Teaching Methods:

Joint negotiation of the course content and format. This may include individual and/ or group research, with appropriate class and tutor-group/ individual 'conference' times during this process, and a presentation of the research with ideas for social and classroom action. There is also room for lecture-type sessions and visiting lecturers.

Assessment:

Student self-assessment on the inquiry process and the value of their findings. Self-assessment and research-groups, assessment checklists. Conferencing with the tutor during the research process.

Bibliography:

Texts and readings to be selected and shared by the course participants relevant to the issues that they are researching. Also, students to receive a copy of "National Social Studies Syllabus Committee (1976) Controversial Issues", *Social Studies Newsletter* 13

CONFLICT AND CONFLICT RESOLUTION

30.418 - Topic in Conflict Resolution: Northern Ireland
Department of Political Studies
University of Auckland

Year to Be Introduced: 1992

Level: Honours

Qualification: B.A. (Hons)

Lecturer: Dr Ruth Buterworth

A Sociology of Peacemaking
Sociology Department
Canterbury University

Year to Be Introduced: 1991

Level: unknown

Qualification: B.A.

Lecturer: Dr Kevin Clements

ECED 255 - Human Relationships II
Department of Early Childhood Education
Christchurch College of Education

Year to Be Introduced: 1990

Level: 2nd year

Qualification: Dip. Teaching

Lecturer: Kathleen Holbon.

INTERNATIONAL RELATIONS & SECURITY STUDIES

Comparative Politics: India/ Indonesia/ Japan
Politics Department
University of Waikato

Year to Be Introduced: 1991

Qualification: B.A.

Lecturer: Dr. Wayne Robinson

**South Pacific Foreign Affairs
Department of Political Studies
University of Auckland**

Year to Be Introduced: 1991

Qualification: B.A.

Lecturer: Professor Steve Hoadley

**POLS 373 - International Politics in the Pacific
Politics Department
Victoria University of Wellington**

Year to Be Introduced: 1990

Level: 3rd year, undergraduate

Qualification: B.A.

Lecturer: Dr Roderick Alley

SOCIAL SOURCES OF CONFLICT

**POLS 206 - New Zealand Politics
Politics Department
Victoria University of Wellington**

Year to Be Introduced: 1990

Level: 2nd year, undergraduate

Qualification: B.A.

Lecturer: Dr E.M. McLeay

Content:

Major characteristics of the New Zealand state, including ways in which conflict is resolved (or not resolved) between political parties, groups and institutions. There is a strong emphasis on the politics of biculturalism

**46.40X - Anthropology of Peace and Conflict
Department of Social Anthropology
Massey University**

Year to Be Introduced: In a number of years

Level: postgraduate

Lecturer: Jeffery Shuka

RELIGIOUS AND ETHICAL PERSPECTIVES

**ISA 491 - The Problem of War & Peace in the New Zealand Church Tradition
Department of Christian Ethics & Church History
Mount St Mary's College**

Year to Be Introduced: 1990

Level: 3rd year

Qualification: B Theol. (Sydney College of Divinity)

Lecturer: Neil Vanev

Pre-Requisites: 108 credit points in B Theol., including 9 credit points in Christian Ethics

Course Content:

The historical and social forces which have affected the attitudes of New Zealand Christians to Peace 1840-1990. Topics covered in the course include:

- Colonial attitudes to the land wars; the legacy of the Maori prophetic movements: Te Kooti, Te Whiti, etc; the stances of Christian missionaries to these events.
- Catholic and Irish loyalties: arguments over conscription and anti-catholic prejudice: repercussions of the Maori affair in New Zealand.
- NZ attitudes to European wars: Boer War, World Wars I & II, attitudes to pacifists, e.g. Archibald Baxter.
- War and the emergence of NZ national consciousness.
- the history of pacifist sentiment within NZ Churches; the Christian Pacifist Society, the anti-Vietnam war movement, Christian peace groups, the role of the NZEJC and CCANZ.
- The role of women's movements in peace issues, e.g. the Women's International League for Peace and Freedom.
- Changing theologies of war and peace from 1840-1990: a) Protestant tradition; b) Catholic tradition.
- War and the NZ male identity.

Teaching Methods:

Lectures, tutorials and guided reading

Bibliography:

- We Will Not Surrender*, The Caton Press, Christchurch, 1968.
Phunb, Oxford Uni Press, Wellington, 1978.
Out in the Cold, Reed Methuen, Auckland, 1986.
New Zealand Tiddler, 1878-1921.
The Colonial New Zealand Wars, Grantham House, Wellington, 1986.
Voices of Gallipoli, Hodder & Stoughton, 1988.

4.3 INDEX TO PEACE STUDIES COURSES BY INSTITUTION

UNIVERSITIES

UNIVERSITY OF AUCKLAND

1st year:

30.106 - Foreign & Defence Policies: A World Survey (Political Studies)	p.153
24.100 - From Versailles to Pearl Harbour: Issues of Peace & War (History)	p.148
24.107 - Women in New Societies (History)	p.171
24.120 - A History of Race Relations in New Zealand (History)	p.164
04.101/02.101 - Introduction to Maori Society (Maori Studies/ Anthropology)	p.164

2nd year:

30.204 - New Zealand Foreign Policy (Political Studies)	p.146
82.209 - Introduction to the Sociology of Development (Sociology)	p.185
25.214 - International Law (Law)	p.159
25.213 - International Institutions (Law)	p.155
25.233 - Women and the Law (Law)	p.173
29.210 - Applied Ethics (Philosophy)	p.190
03.219 - Anthropological Perspectives on Gender (Anthropology)	p.173
14.210 - Introduction to Curriculum Studies (Education)	p.110
32.240 - Social and Developmental Psychology (Psychology)	p.132
94.200 - Environmental Studies (Planning)	p.184
65.200 - Film and Television Studies (English)	p.157

3rd year and above:

30.301 - US Foreign Policy Decision Making (Political Studies)	p.146
30.302 - Topic in Conflict Resolution: Regulation V Resolution in Southern Africa (Political Studies)	p.112
24.307 - The Origins of the First World War (History)	p.148
24.334 - Britain and Russia: A Century of Conflict (History)	p.148
24.351 - Waitangi: The Treaty and the Tribunal (History)	p.166
25.333 - Negotiation, Mediation & Dispute Resolution (Law)	p.118
25.307 - Advanced International Law (Law)	p.151
25.388 - United Nations Law and Problems of World Order (Law)	p.155
03.310 - Social Movements (Anthropology)	
04.302/03.306 - Topics in Contemporary Maori Society (Maori Studies/ Anth.)	p.166
04.308/03.304 - Social History of Maori Land Legislation (Maori Studies/Anth.)	p.166
14.328 - Contemporary Feminist Perspectives in Education (Education)	p.177
14.305 - The Guidance Process (Education)	p.127
14.306 - Introduction to Counselling in the Community (Education)	p.128
14.333 - Akonga Maori (Education)	p.163

Postgraduate:

62.417 - Feminist Social Theory (Sociology)	p.175
24.413 - The Origins of the Second World War (History)	p.149
14.420 - Special Topic: Feminist Issues in Education (Education)	p.178
14.423 - Kaupapa Maori (Education)	p.163
14.410 - Principles of Counselling & Consultation (Education)	p.128
14.418 - Marriage & Family Counselling (Education)	p.126
18.420 - Film Studies (English)	p.157
20.444 - Social Geography (Geography)	p.183
36.481 - Women and Planning (Planning)	p.176
32.425 - Gender Issues in Human Development (Psychology)	p.175

Planned Courses:

SO 418 - Topic in Conflict Resolution: Northern Ireland (Political Studies - 1992)	p. 201
South Pacific Foreign Affairs (Political Studies - 1991)	p. 202

UNIVERSITY OF CANTERBURY**1st year:**

FMST 101 - Feminist Perspectives: The Re-Presentation of Women (Fem. Studies)	p. 171
---	--------

2nd year:

INCO 214 - Peace Studies (Interdisciplinary)	p. 106
POLS 204 - International Politics (Political Science)	p. 141
POLS 203 - Politics of Development: Middle East (Political Science)	p. 185
POLS 210 - Politics of Development (Political Science)	p. 186
AMST 212 - Themes & Topics in American Foreign Policy (Political Science)	p. 146
SOCI 232/332 - International Organisations: A Sociology of Peace, Justice & Human Rights (Sociology)	p. 152
SOCI 223/323 - Ethnicity (Sociology)	p. 162
SOCI 222/322 - Sociology of Gender (Sociology)	p. 172
HIST 250/251/350/351 - War & Society in Europe from the 18th Century (History)	p. 158
PHIL 222 - Contemporary Moral Problems (Philosophy)	p. 191
FMST 203 - Women and Change (Feminist Studies)	p. 173

3rd year and above:

POLS 310 - International Conflict & Its Management (Political Science)	p. 111
POLS 311 - Politics of Development (Political Science)	p. 186
LAWS 342 - International Law (Law)	p. 151
LAWS 347 - Problems in International Law (Law)	p. 151
LAWS 339 - Negotiation, Mediation and the Lawyer (Law)	p. 119

Postgraduate:

SOCI 621B - Special Topic: Conflict and Conflict Resolution (Sociology)	p. 113
SOCI 605 - Sociology of Gender (Sociology)	p. 176
POLS 614 - International Relations: Mediation in International Relations (Pol. Sc.)	p. 114
POLS 604 - New Zealand Foreign Policy (Political Science)	p. 146
POLS 608 - Politics of Development: Asia (Political Science)	p. 187
POLS 611 - Politics of Development: Women, Ecology & Development (Pol. Sc.)	p. 187
HIST 617 - War and Society in Britain 1793-1815 (History)	p. 159
EDUC 613 FMST 402 - Feminist Issues in Education (Education)	p. 178
EDUC 642 - The Politics of Education and the Curriculum (Education)	p. 164
EDUC 661 - Counselling Theory (Education)	p. 129

Planned Courses:

A Sociology of Peacemaking (Sociology - 1991)	p. 201
---	--------

LINCOLN UNIVERSITY**2nd year:**

SOCI 201 - Aotearoa New Zealand Society (Parks, Recreation & Tourism)	p. 166
---	--------

3rd year:

RECN 320 - Women and Recreation (Parks, Recreation & Tourism)	p 174
PHSC 310 - Meteorology (Natural Resources Engineering)	p 184

MASSEY UNIVERSITY**1st year:**

34.104 - Practical Ethics (Philosophy)	p 190
--	-------

2nd year:

76.205 - Modern Social Problems (Sociology)	p 179
76.203 - Three Worlds in the Pacific (Sociology)	p 185
76.211 - Women in Society (Sociology)	p 171
48.211 - Defending New Zealand: An Historical Survey (History)	p 136
48.210 - Women in History: Australia and New Zealand (History)	p 170
46.215 - The Treaty of Waitangi in N. Z. Society (Anthropology & Maori Studies)	p 165
34.203/34.303 - Ethics (Philosophy)	p 190
36.216 - Women and Education (Education)	p 176
36.246 - Teaching of Health Education (Education)	p 124
36.235 - Teaching Social Studies (Education)	p 122

3rd year and above:

76.310 - Race and Ethnic Relations (Sociology)	p 161
76.312 - Sociology of the NZ Arts (Sociology)	p 157
76.309 - The Third World: Problems and Theories (Sociology)	p 186
76.314 - Women in New Zealand: Social Structure & Ideology (Sociology)	p 175
46.307 - The Cultural Construction of Gender Roles (Social Anthropology)	p 175
36.339 - Maori Issues in Education (Education)	p 168

Postgraduate:

76.411 - Sociology of Underdevelopment (Sociology)	p 186
31.421 - Development and Underdevelopment (Interdisciplinary)	p 187
70.601 - Theoretical Perspectives in Women's Studies (Women's Studies)	p 176
36.604/36.655 - Counselling Theory (Education)	p 130
36.651 - Family and Couples Counselling (Education)	p 131

Planned Courses:

46.40X - Anthropology of Peace & Conflict (Social Anthropology - early 1990's)	p 202
--	-------

UNIVERSITY OF OTAGO**1st year:**

PHIL 103 - Introduction to Moral Philosophy (Philosophy)	p 190
--	-------

2nd year:

WSST 201 - Aspects of Feminist Theory (Women's Studies)	p 172
WSST 205 - Women and Religion (Women's Studies)	p 172
PHIL 205 - Ethics I (Philosophy)	p 192
MGMT 213 - Industrial Relations (Management)	p 116
POLS 203/253 - Introduction to International Relations (Political Studies)	p 142

3rd year and above:

POLS 302 - International Relations: Concepts & Approaches (Political Studies)	p 143
POLS 303/353 - United Nations and Peace Keeping (Political Studies)	p 154
LEXS 310 - International Law (Law)	p 150
LEXS 443 - Negotiation (Law)	p 126
PHIL 357 - Ethics II (Philosophy)	p 192
EDUC 318/746, WST 203 - Gender Issues in Education (Education)	p 177
EDUC 306 - Educational Guidance & Counselling (Education)	p 128
EDUC 311 - Group Dynamics (Education)	p 129

Postgraduate:

POLS 455 - An advanced Topic in International Relations (Political Studies)	p 145
EDUC 456 - Educational Guidance & Counselling II (Education)	p 129
EDUC 662 - Counselling Skills (Education)	p 129

VICTORIA UNIVERSITY OF WELLINGTON**2nd year:**

POLS 244 - Introduction to International Politics (Politics)	p 136
INTR 201 - The Third World & International Relations (International Relations)	p 140
WISC 201 - Women and Society (Women's Studies)	p 156
MAOR 214 - Maori Land and Sea Tenure (Maori)	p 164
MAOR 216 - Te Tiriti o Waitangi (Maori)	p 165
CRIM 212 - Crime and Delinquency in New Zealand (Criminology)	p 161

3rd year and above:

POLS 325 - Special Topic: Power & Powerlessness (Politics)	p 180
POLS 361/PHIL 361 - Ethics and Politics (Politics/Philosophy)	p 190
INTR 301 - Diplomacy and International Negotiation (International Relations)	p 143
HIST 325 - Gender and History (History)	p 170
LAWS 337 - Negotiation and Mediation (Law)	p 116
LAWS 315 - International Law (Law)	p 151
EDUC 306 - Peace Education (Education)	p 108
EDUC 305 - Race Relations and Education (Education)	p 174
EDUC 304 - Gender and Education (Education)	p 174
EDUC 370 - Issues in Guidance & Counselling (Education)	p 129
INRC 303 - Comparative Industrial Relations (Commerce & Administration)	p 115
WISC 301 - Feminism and Social Theory (Women's Studies)	p 174
WISC 302 - Feminist Writing (Women's Studies)	p 156
WISC 304/ECON 334 - Sex Roles and the Economy (Women's Studies)	p 174
WISC 305 - Feminist Analyses of Science (Women's Studies)	p 174
RELI 211 - Contemporary Western Religious Thinkers (World Religions)	p 189

Other:

Industrial Relations at the Enterprise Level (Commerce & Administration)	p 115
--	-------

Postgraduate:

POLS 442 - Strategy & Foreign Policy: Arms Control & Disarmament (Politics)	p 137
POLS 444 - International Relations in Asia (Politics)	p 145
POLS 414 - Military & Politics in the Non-Western World (Politics)	p 188
LAWS 517 - International Law (Law)	p 152
EDUC 524 - Peace Education (Education)	p 109
EDUC 525 - Race Relations and Education (Education)	p 164
EDUC 523 - Gender and Education (Education)	p 178

EDUC 409 - Guidance & Counselling (Education)	p 130
CRIM 805 - Specific Crime in New Zealand (Criminology)	p 182

Planned Courses:

POLS 373 - International Politics in the Pacific (Politics - 1990)	p 202
POLS 206 - New Zealand Politics (Politics - 1990)	p 202

UNIVERSITY OF WAIKATO**1st year:**

24.103A - International Relations (Politics)	p 138
02.110 - Women in History (History)	p 170
21.101 - Women in Society (Women's Studies)	p 171
21.102 - The Development of Feminist Thought (Women's Studies)	p 171
21.103 - Maori Women in Aotearoa (Women's Studies)	p 171

2nd year:

24.216A - Politics of Asia Pacific Security (Politics)	p 134
24.206 - International Relations I: Approaches & Issues (Politics)	p 143
24.210B - American Foreign Policy Since 1938 (Politics)	p 145
24.213 - International Relations II: Conflict & Conflict Resolution (Politics)	
25.205A - Social Inequality (Sociology)	p 180
02.221 - War & Society: Britain & the Second World War 1939-1945 (History)	p 160
02.231B - Ideas and Realities: Women in 19th Century Britain and America (Hist.)	p 170
21.201B - Women and Social Change (Women's Studies)	p 172
21.202A - Women's Bodies (Women's Studies)	p 172
21.203 Special Topic: Women and the Law (Women's Studies)	p 172
11.203B - The Theatre of War (Film Studies)	p 158
66.206 - Te Maori Maori: Maori Issues (Maori)	p 165
16.219A - Maori Land and Communities (Geography)	p 165
16.208B - Women in Australasia: Gendering Space (Geography)	p 172
06.203A/06.303A - Ethics in War and Peace (Philosophy)	p 191

3rd year and above:

24.306B - International Relations I: Approaches and Issues (Politics)	p 144
24.310/24.510 - American Foreign Policy in the 20th Century (Politics)	p 146
24.303A - Women and Politics (Politics)	p 173
25.317/25.517 - Women and Work in New Zealand (Sociology)	p 173
21.303B - Women and Social Policy (Women's Studies)	p 174
16.323 - Colonial Treaties & Tribal Lands: Comparative Studies (Geography)	p 166
16.308 - Feminist Geography: Critique and Construct (Geography)	p 179
18.302A - Self-Awareness and Interpersonal Relations (Psychology)	p 125
31.331/31.513 - Sociology of Women's Education (Education)	p 177
31.330A - Introduction to Counselling (Education)	p 130

Other:

Management & Organisation of Trade Unions (Continuing Education)	p 115
--	-------

Postgraduate:

24.513 - Theories of Alternative Security (Politics)	p 136
24.517 - Selected Topics in the Politics of Disarmament (Politics)	p 136
24.506 - International Relations in World Society (Politics)	p 145
24.514 - The Common Defence: Australasian Search for Security in the 20th Century	p 138

24.542 - Foreign Policy of the USSR (Politics)	p 146
25.505 - Ethnic and Race Relations (Sociology)	p 163
02.505 - Topic in International Relations History: Origins of World War II (History)	p 148
02.525 - British Women and the Second World War (History)	p 160
18.507 - Conflict in Multicultural Society (Psychology)	p 163
18.516 - Violence in the Family (Psychology)	p 162
31.508 - Counselling Theory (Education)	p 130
31.540 - Group Work & Programme Development (Education)	p 130
31.541 - Counselling Skills (Education)	p 130
31.542 - Counselling Practicum (Education)	p 130
31.704 - Group Work & Programme Development in Guidance & Counselling (Ed.)	p 130
31.708 - Counselling Skills & Practice (Education)	p 130
31.718 - Counselling Theory and Research (Education)	p 130

Planned Courses:

Comparative Politics: India/ Indonesia/ Japan (Politics - 1991)	p 201
---	-------

COLLEGES OF EDUCATION

AUCKLAND COLLEGE OF EDUCATION

Peace Education Option (Science & Social Studies)	p.110
SS101/SS106 - Studies in Teaching-Social Studies (Social Studies)	p.121
Interpersonal Relationships (Reading Studies)	p.125
HE 101 - Introduction to Health Education (Health Studies)	p.122
HE111/112 - Health Education in Action (Health Studies)	p.123
ED 332 - Multicultural Education (Education)	p.168
MC 101 - Multicultural Studies (Multicultural and Maori Studies)	p.167
MS 231 - Nga Kākano Maori (Multicultural and Maori Studies)	p.167
MS 301 - Maori Studies 3A (Multicultural and Maori Studies)	p.168
English Forms 1-7 (English)	p.131
Educational Drama (English)	p.131
Teaching Film and Television (English)	p.132
New Zealand Art History/ Art Studies	p.156

CHRISTCHURCH COLLEGE OF EDUCATION

SOST 11, SOST 21, SOST 32, SOST 34 - Core Social Studies (Social Studies)	p.121
SOST 31 - Social Studies Form 1-4 (Social Studies)	p.121
SOSC 54 - Conflict Resolution (Social Science)	p.132
GEOG 51 - Inequalities in Development (Social Science)	
EDUC 55 - The Multicultural Classroom (Education)	p.169
EDUC 57 - Women in Society and Education (Education)	p.179
MAOR 97 - Maori Women and Health (Maori Studies)	p.179
ECED 101 - Human Relationships (Early Childhood Education)	p.126
ECED 202 - Provisions for Differences & Skills for Teaching (Early Childhood Ed.)	p.126
EC 310 C4 - Professional Studies (Early Childhood Education)	p.126

Planned Courses:

ECED 255 - Human Relationships II (Early Childhood Education)	p.201
---	-------

DUNEDIN TEACHERS COLLEGE

Social Studies Curriculum (Social Studies)	p 121
Curriculum Studies - Health (Health Education)	p 123
Maoritanga	p 167
Multicultural Studies	p 168
Conflict Resolution (Education)	p 132
Literature of War (English)	p 158

HAMILTON TEACHERS COLLEGE

30.201c - Issues of War and Peace (General Studies)	p 110
32.013 - Curriculum Social Studies I (Social Studies)	p 122
32.213 - Curriculum Social Studies II (Social Studies)	p 122
32.021c - Teaching in Multi-Cultural Classrooms (Education)	p 169
39.072b - Teaching in the Multicultural Classroom (Social Studies)	p 169
33.220 - Curriculum Health Education II (Health & Physical Education)	p 125

PALMERSTON NORTH TEACHERS COLLEGE

Social Studies Curriculum Studies (Social Studies)	p 122
Health (Health Education)	p 124
B20.10 - The Teacher & Health Education (Advanced Studies for Teachers Unit)	p 124
Maori Studies	p 166
Multicultural Studies	p 169

WELLINGTON COLLEGE OF EDUCATION**Degree Courses:**

HE 100 - Health Education (Health Education)	p 124
HE 101/ HE 151 - Human Relationships (Health Education)	p 125
HE 201/ HE 251 - Human Relationships - Advanced (Health Education)	p 125
EE 101 - Human Relations (Early Childhood Education)	p 125
PS 132/182, SO 132/232 - Women and Girls in Education (Prof. Studies)	p 176
PS 232/282 - Gender Equity in the Classroom (Professional Studies)	p 177
SO 210 - Multicultural Studies (Social & Cultural Education)	p 167

Community Education:

Solving Interpersonal Problems in Organisations (School of Training for Trainers)	p 193
Staff Counselling (School of Training for Trainers)	p 194
Negotiating Skills (School of Training for Trainers)	p 194

Planned Courses:

Issues for Education (Social & Cultural Education - 1990)	p 200
---	-------

POLYTECHNICS**AUCKLAND TECHNICAL INSTITUTE****Degree Courses:**

New Zealand After a Nuclear War (Languages & Communication)	p 160
Imagining the Future (Languages and Communication)	p 160
Foundation Course in Health Care Studies (Helath)	p 123

Community Education:

Communication Seminars (Community Education)	p. 188
--	--------

CENTRAL INSTITUTE OF TECHNOLOGY**Degree Courses:**

Tutor Training (Tutor Education Centre)	p. 127
Certificate in Counselling (Health Sciences)	p. 131

CHRISTCHURCH POLYTECHNIC**Degree Courses:**

Communication Skills & Professional Development (Tutor Training)	p. 127
Media Studies (Art & Community Studies)	p. 158

Community Education:

Interpersonal Communication (Art & Community Studies)	p. 195
Resolving Conflict (Art & Community Studies)	p. 193
Assertiveness Training (Art & Community Studies)	p. 197

HAWKES BAY COMMUNITY COLLEGE**Community Education:**

Human Relationships (Community Education)	p. 137
Womens Studies Programme (Community Education)	p. 137
Mens Programme (Community Education)	p. 198

HUTT VALLEY POLYTECHNIC**Community Education:**

P6016/P6017/P6018 - Assertiveness for Women (General Studies)	p. 196
---	--------

MANAKAU POLYTECHNIC**Community Education:**

Conflict Management (Health)	p. 195
Training for Trainers (Community Education)	p. 196
Personal Growth Classes (Community Education)	p. 197

MANAWATU POLYTECHNIC**Community Education:**

Self-Esteem for Women (Community & General Studies)	p. 196
Assertiveness Skills for Women (Community & General Studies)	p. 196
Interpersonal & Assertiveness Skills for Men (Community & General Studies)	p. 198

NELSON POLYTECHNIC**Community Education:**

Communication Skills	p.198
Assertiveness Training	p.198
Conflict Resolution	p.198

OTAGO POLYTECHNIC**Community Education:**

Courses for Women (Community Studies)	p.197
---------------------------------------	-------

TARANAKI POLYTECHNIC**Community Education:**

Assertiveness, Communicating Positively (Community & Maori Studies)	p.197
Anger management for Angry Women (Community & Maori Studies)	p.197
Assertiveness and Relaxation for Women (Community & Maori Studies)	p.197
Conflict Resolution for Women (Community & Maori Studies)	p.197

WAIKATO TECHNICAL INSTITUTE**Degree Courses:**

Business Skills in the Workplace (General Studies)	p.116
--	-------

Community Education:

Assertiveness	p.197
---------------	-------

WAIARIKI POLYTECHNIC**Community Education:**

Peaceful Relationships (Community Development)	p.194
Anger Management (Community Development)	p.195

WANGANUI REGIONAL COMMUNITY COLLEGE**Community Education:**

Anger Management Training Programme	p.195
-------------------------------------	-------

WELLINGTON POLYTECHNIC**Community Education:**

Community Service Certificate (General Studies)	p.197
---	-------

WORKERS' EDUCATIONAL ASSOCIATIONS**CANTERBURY WEA**

- "The Journey" p.193

MANAWATU WEA

- Peace Talks: Peace-Making in the 1990's p.191
The Treaty of Waitangi: From Talk to Action p.199

OTAGO WEA

- Project Waitangi p.199

WELLINGTON WEA

- Anger Management/Managing Anger Constructively p.195
Assertiveness for Women p.196
Assertiveness for Men p.196
Assertiveness Training p.197
Conflict Resolution p.194
Project Waitangi p.198

THEOLOGICAL COLLEGES**MOUNT ST MARY'S COLLEGE**

- ISA 491 - The Problem of War & Peace in the New Zealand Tradition (1990) p.191

ST JOHN'S COLLEGE

- DE 1406 - Christian Ethics (Systematic Theology & Biblical Studies) p.189

APPENDIX 1: QUESTIONNAIRE AND INTERVIEWS

PACDAC TERTIARY PEACE STUDIES PROJECT

This questionnaire forms part of a survey by the Public Advisory Committee on Disarmament and Arms Control. This part of the survey is seeking information on all courses taught at tertiary institutions in New Zealand which have some relevance to the promotion of a more peaceful society. The questions on this form will be used to compile an initial data base. Each intended entry will be shown to each person completing the form, before the data base is published. Your participation in this important project will be greatly appreciated.

PART A

1. Do you think that any of the courses which you currently teach (or have taught) have some relevance to the promotion of a more peaceful society?

Yes _____ No _____ Maybe _____

If you answered 'No' to this question, then please proceed to PART C (Question 21).

If you answered 'Maybe' to this question, please explain why.

2. Do you (or have you) taught any course explicitly dealing with peace studies or peace education?

Yes _____ No _____

3. Are you planning to teach a new course explicitly dealing with peace studies or peace education?

Yes _____ No _____ Maybe _____

4. Do you (or have you) taught any course which is related to peace issues in some way?

Yes _____ No _____

5. Are you planning to teach a new course which is related to peace issues in some way?

Yes _____ No _____ Maybe _____

If you answered 'Yes' or 'Maybe' to any of the questions above, please complete Questions 6 to 22 below for each course that you have taught, are currently teaching or are planning to teach.

PART B

6. Institution course offered at: _____

7. School/Department: _____

8. Course Title: _____

9. Course Number(s):* _____

10. Level(s)/Year(s) at which course taught:* _____

11. Degree(s)/Diploma(s) in which course taught: * _____

* Some courses have different numbers at different levels or when taught as part of another degree/diploma.

12. Co-Requisites: _____

13. Pre-Requisites: _____

14. Student Enrolments:

(a) Existing Courses

Number of students enrolled 1989 _____

Number of students enrolled in other years: _____

(b) Planned Courses

Year course will be introduced: _____

Expected number of students enrolled. _____

15. Name(s) of course Convenor(s): _____

16. Name(s) of any other staff involved: _____

17. Brief description of course content (If possible, please attach a detailed course outline as well):

_____18. Percentage of course which is related explicitly to peace issues:

0%	25%	50%	75%	100%

19. Percentage of course which could be related to peace issues:

0%	25%	50%	75%	100%

20. Do you think that this course should be taught as part of a peace studies programme?

Yes _____ No _____ Maybe _____

If you answered 'No' or 'Maybe' to this question, please explain why

_____**PART C** (If you have not completed Part B please write name, institution, etc below)21. Are you involved in any research that is related to the promotion of a more peaceful society? If so, please describe:

_____22. Do you supervise any postgraduate students whose research is related to the promotion of a more peaceful society? If so, please list thesis title and briefly describe:

DEPARTMENTS & INDIVIDUALS QUESTIONNAIRES SENT TO:

UNIVERSITIES

Auckland University

Departments:

Anthropology
Architecture
Asian Languages & Literature
Centre for Peace Studies
Centre for Continuing Education
Classics & Ancient History
Commercial Law
Economics
Education
English
Geography
Germanic Languages & Literature
Graduate School of Business
History
Law
Management Science & Information Systems
Management Studies & Labour Relations
Marketing & International Business
Medicine
Philosophy
Planning
Political Studies
Psychology
Romance Languages
Russian
Sociology

Individuals:

Dr John Gribben (Psychology)
Dr Hans Everts (Education)
Linda & Graham Smith (Education)
Dr Ruth Butterworth (Political Studies)
Dr Nigel Howarth (Mgmt & Labour Relations)
Prof Nicholas Talling (History)
Dr Catherine West-Newman (Sociology)
Dr Derek Hodson (Education)
Marian Feeley (Continuing Education)
Dr Ivanica Vodenovoch (Sociology)
Dr Pam Oliver (Psychology)
Dr Bryan Tuck (Education)
Dr Dennis Moore (Education)
Dr Jeanette Fitzsimmons (Envtl Studies)
Dr Tony Watkins (Planning & Design)
Dr Steve Hoadley (Political Studies)
Dr R. Horrocks (English)
Dr Christine Swanton (Philosophy)
Dr Brian Murphy (Business Studies)
Dr Jerome Elkind (Law)
Pam Ringwood (Law)

University of Canterbury

Departments:

Accountancy
Asian Languages
Business Administration
Classics
Continuing Education
Economics
Education
English Language & Literature
Feminist Studies
French
Geography
German
History
Law
Maori
Philosophy & Religious Studies
Political Science
Psychology
Social Work

Individuals:

Dr Kevin Clements (Sociology)
Kate Boanas
Dr Collin Burrows (Plant & Microbial Sciences)
Dr Peter Low (French)
Dr Richard Kennaway (Political Science)
Dr Jacob Bercovitich (Political Science)
Dr John Cookson (History)
Dr John Hayward (Resource Mgmt Centre)
Jane Chan (Law)

Lincoln College

Departments:

Natural Resources Engineering
Resources Management Centre
Parks and Recreation

Individuals:

Dr Neil Cherry (Natural Resources Eng)

Massey University

Departments:

Economics
Education
English
Geography
History
Human Resource Management
Management Systems
Marketing
Modern Languages

Philosophy
Police Studies
Psychology
Religious Studies
Social Anthropology & Maori Studies
Social Policy & Social Work
Sociology
Centre for Extramural Studies

Individuals:

Dr Neil McGregor (Soil Sciences)
Dr Cruz Walsh (Geography)
Dr Brian Porter (Sociology)

University of Otago

Departments:

Anthropology
Classics
Economics
Education
English
French Language & Literature
Geography
German Language & Literature
History
Law
Management
Maori Studies
Philosophy
Political Studies
Psychology
Russian & Soviet Studies
Theology
University Extension

Victoria University

Departments:

Anthropology
Architecture
Classics
Commercial Law
Communications
Continuing Education
Criminology
Economic History
Economics
Education
English Language & Literature
English & NZ Law
Geography
Government Studies
History
Industrial Relations
International Relations
Jurisprudence & Constitution
Librarianship

Linguistics
Management
Maori Studies
Philosophy
Political Science & Public Administration
Policy Studies
Psychology
Religious Studies
Romance Languages
Russian
Sociology & Social Work
Womens Studies

Individuals:

Dr Rod Alley (Politics)
Dr Jim Collinge (Education)
Prof Gerald Grace (Education)
Dr Jack Shalcross (Education)
Dr David Boardman (Sociology)
Dr Ian McDuff (Law)

University of Waikato

Departments:

Centre for Continuing Education
Centre for Labour & Trade Union Studies
Centre for Womens Studies
Economics
Education
English
Environmental Studies Unit
French
Geography
German
History
Japanese
Legal Studies
Management
Management Development Centre
Maori
Philosophy
Politics
Psychology
Religious Studies
Sociology & Social Anthropology

Individuals:

Dr Wayne Robinson (Political Science)
Assoc Prof Laure Barber (History)
Dr Margaret Avery (History)
Prof John Jensen (History)

COLLEGES OF EDUCATION**Auckland College of Education**Departments:

School of Early Childhood Education
 School of Primary Teacher Education
 School of Secondary Teacher Education
 Te Puna Wānanga o Tūhahi Tōnu
 School of Advanced Studies
 School of Special Education
 Te Puna Wānanga
 Commerce
 Early Childhood Education
 Education
 Health Education
 Pacific Island Studies
 Social Studies
 Social Work

Individuals:

Trevor Dobbin (English)
 Stewart Middleton (English)

Christchurch Teachers CollegeDepartments:

Primary Programmes
 Secondary Programmes
 Commerce Education
 Continuing Education
 Early Childhood Education
 Education Studies
 English Language Education
 Maori Studies
 Outdoor & Environmental Education
 Physical & Health Education
 Social Science Education

Individuals:

Proe Kemahan (Physical & Health Education)
 Arvil Toohy (Early Childhood Education)
 Ian Todd (Physical & Health Education)

Dunedin Teachers CollegeDepartments:

Early Childhood Education
 Education
 English
 Geography
 Health
 Maori & Multicultural Studies
 Professional Studies
 Social Studies
 Secondary Division

Hamilton Teachers CollegeDepartments:

Primary Teacher Education
 Early Teacher Education
 Secondary Teacher Education
 Education
 English
 Health & Physical Education
 Maori Studies & Language
 Social Studies & History

Palmerston North Teachers CollegeDepartments:

Advanced Studies for Teachers Unit
 Early Childhood Education
 English
 Maori & Multicultural Studies
 Professional Studies
 Social Studies
 Special Education

Wellington College of EducationDepartments:

School of Primary & Early Childhood Education
 School of Secondary Education
 School of Training for Trainers
 Creative & Performing Arts
 Early Childhood Education
 English
 Health Education
 Maori Studies
 Physical Education
 Professional Studies
 Social Studies

POLYTECHNICS**Aoraki Polytechnic**Departments:

Business Studies
 General Studies
 Health & Community Studies

Auckland Technical InstituteDepartments:

Arts Faculty
 Commerce Faculty
 Health Studies Faculty
 Accountancy & Law

Community Development & Maori Studies
Management Studies
Communication Studies

Individuals:

Ian Free (Communications Studies)
Audrey Colbert (Communication Studies)
John Blakey (Faculty of Arts)
Mary Thoreau (Communication Studies)

Bay of Plenty Polytechnic

Departments:

Business Studies
Community Education

Carrington Polytechnic

Departments:

Applied Arts
Commerce
General Studies
Health Studies
Languages & Community Development
Management & Accountancy

Central Institute of Technology

Departments:

Health Sciences
Management
Occupational Therapy

Christchurch Polytechnic

Departments:

Arts & Community Studies
Business Studies
Nursing Studies
Special Programmes

Individuals:

Jenny Heal (Art & Community Studies)
Ruth Zanker (Art & Community Studies)
Brian Pauling (Art & Community Studies)

Hawkes Bay Polytechnic

Departments:

Business Studies
Community Education

Hutt Valley Polytechnic

Departments:

Commerce
General Studies

Manakau Polytechnic

Departments:

Accountancy & Management
Community Studies
General Studies
Health Studies

Manawatu Polytechnic

Departments:

Business & Community Studies
Nursing & Health Studies

Nelson Polytechnic

Departments:

Commerce
General Studies
Industrial
Transition

Northland Polytechnic

Departments:

Business Studies
Community Studies
General Studies
Health Studies
Information Studies
Northern Region

NZ Technical Correspondence Institute

Departments:

Accountancy & Law
Business & Management Studies
Sciences & English

Otago Polytechnic

Departments:

Art
Commerce
Community Studies
Nursing

Paramoana Community PolytechnicDepartments:

General Studies
Nursing Studies

Southland PolytechnicDepartments:

Art
Business Studies
General Studies
Nursing Studies

Tairāwhiti PolytechnicDepartments:

Business & General Studies

Taranaki PolytechnicDepartments:

Accountancy & Management
Arts, Crafts & Creative Studies
Health Sciences & Behavioural Science
Nursing Studies

Wairariki PolytechnicDepartments:

Arts & Communication
Business Management
Community Development
Health Studies
Te Kura Maori

Waikato PolytechnicDepartments:

Business Studies
Design
General Studies
Transition Education

Individuals:

John Kinton (General Studies)
Blair Nugent (Design)
Allison Cotter (General Studies)
Erana Brewerton (General Studies)
George Lusty (General Studies)

Wairarapa Polytechnic

Director

Wanganui Regional Community CollegeDepartments:

Arts and Community Studies
Business Studies
Transition and Community Development

Wellington PolytechnicDepartments:

Commerce Studies
Design
Languages and Communication
Maori Studies
Nursing

West Coast Polytechnic

Director

WORKERS EDUCATIONAL ASSOCIATIONSBranches:

Wellington
Auckland
West Auckland
Taranaki
Manawatu
Kapiti Coast
Lower Hutt
Upper Hutt
Canterbury
Otago
Southland

PACDAC Tertiary Peace Studies Project - Interview Schedule

A. Introduction:

(1) What teaching or research are you doing in the peace studies area at the moment?

B. Teaching:

Courses being taught

(1) Do you have adequate funding and resources to teach your courses? What would you consider adequate funding and resources to be?

(2) What materials do you use to teach peace studies? Are there adequate resources in this area or could these be improved?

(3) Are you in contact with anyone else teaching similar courses?

- internal to institution
- external to institution

(4) What problems and constraints do you face in teaching peace studies?

- funding
- resources
- student demand
- institutional constraints

(5) What courses would you teach if you had adequate funding and resources?

Opinions about peace studies

(6) What should be taught as part of a peace studies programme? Do you think New Zealand has any special needs?

(7) In which areas do you think that courses need to be developed for peace studies? What do you think is possible at the moment?

(8) How do you think that peace studies should be taught?

- separate subject or programme
- integrated into existing subjects
- alternatives

Scope for development

(9) Does your institution support the development of a peace studies programme in any way?

(10) Is anyone at your institution working towards setting up a peace studies programme in any way?

(11) Does your Department support the teaching or development of courses with a peace-orientation?

(12) Do you think the recent changes to tertiary education will affect the development of peace studies?

(13) What general problems and constraints do you see in teaching peace studies in tertiary institutions?

- funding
- resources
- institutional constraints
- political climate

(14) Overall, how do you see the future development of peace studies in New Zealand? How might this be accomplished?

C. Research:

Current research

- (1) What are your research interests in the peace area?
- (2) Where do you obtain funding to conduct your research? Is this level of funding adequate?
- (3) What resources do you use to conduct your research? Are these adequate?
- (4) Are you in contact with anyone doing similar research?
- (5) What problems and constraints do you face in conducting your research?
 - funding/funding bodies
 - resources & resource material
 - institutional constraints

(6) What research would you do if you had adequate funding and resources?

Opinions about peace research

- (7) What do you think peace research should be about? Do you think that New Zealand has any special needs?
- (8) What are the priorities for peace research in New Zealand?
 - areas being funded
 - people researching
- (9) What should be the priorities for peace research in New Zealand?
- (10) Several overseas countries have national centres for peace research. Do you think that there is a need in New Zealand for such a centre?

Yes: Why?
 How should be funded?

No: Why?
 Alternatives?

D. Co-ordination of Teaching & Research:

- (1) Do you think that teaching and research in peace studies needs to be co-ordinated at the national level in any way?

PEOPLE INTERVIEWED

Auckland University

Assoc Prof Bob White (Centre for Peace Studies)
 Prof Jim Marshall (Education)
 Dr. Hans Everts (Education)
 Linda Smith (Education)
 Dr. John Gribben (Psychology)

Auckland College of Education

John Buckland (Social Studies)
 Stewart Middleton (English)

Auckland Technical Institute

Ian Free (Communication Studies)
 John Blakey (Communication Studies)
 Dr John Hinchcliff (Director)

Waikato Polytechnic

Don MacKenzie (General Studies)
 Peter Vogt (General Studies)
 Jill Duncalfe (General Studies)
 John Kirton (General Studies)

University of Waikato

Dr Margaret Avery (History)
 Dr Wayne Robinson (Political Science)

University of Canterbury

Dr Kevin Clements (Sociology)
 Dr Richard Kennaway (Political Science)
 Dr Peter Low (French)
 Katie Boanas
 Dr Jacob Bercovitch (Political Science)
 Dr John Cookson (History)
 Dr Colin Burrows (Plant & Microbial Sciences)
 Dr John Hayward (Centre for Resource Management)

Christchurch Teachers College

Ken Nicholl (Social Science)

Lincoln College

Dr Neil Cherry (Natural Resources Engineering)

Victoria University

Prof K. Janaki (International Relations)
 Prof Gerald Grace (Education)
 Dr Jim Collinge (Education)
 Mr John Scott (NZ Institute for International Affairs)
 Dr Ian McDuff (Law School)
 Dr Rod Alley (Politics)

Wellington College of Education

Des Brough (Health)
 Phillipa Smith (Social & Cultural Education)

Other

Ian Bassett (Police College)
 Lynn Richards (NZ Council for Educational Research)
 Frances Palmer (PACDAC Secretariat)
 Robyn Halliday (UNA - Wellington)
 Sarah Parsons (IDEA - Wellington)
 David Wood (Ministry of Education - Policy)
 Jane Willing (Labour Party Research Unit - Foreign Affairs)
 Jim Heffernan (DSIR)
 Owen Wilkes (Peace Movement Aotearoa)
 John Gallagher (NZ Nuclear-Free Peace Making Association)
 Larry Ross (NZ Nuclear-Free Peace Making Association)
 June Gregg (Defence Alternatives Study Group)

APPENDIX 2: PEACE STUDIES PROGRAMMES IN AUSTRALIA

MAJOR IN PEACE AND WAR STUDIES

University of Wollongong

PO Box 1144

Wollongong, NSW, 2500.

The 'Peace and War Studies Programme' at the University of Wollongong was first offered in 1988. The initial impetus for the programme came from the Wollongong University Nuclear Disarmament Association (WUNDA), which, in 1985, conducted a survey showing that there was widespread support for a peace studies programme amongst staff and students at the university. The peace studies programme at Wollongong aims to enable students to acquire skills in the analysis of conceptual, normative, empirical and policy issues raised by peace and war. The programme may be taken by undergraduates as a Major in Peace and War Studies in the Bachelor of Arts, or by graduates as a Postgraduate Diploma in Peace and War Studies.

The peace studies programme consists of an interdisciplinary introduction to peace and war studies at 200 level, various subjects at 200 and 300 level which deal with the philosophy, politics, sociology, technology and history of peace and war, and a 300 level subject designed to enable students to synthesise the insights and analytic techniques studied in other subjects in the programme. A Major in Peace and War Studies is obtained by successfully completing the two compulsory subjects (Group A), and at least a further 28 credit points from the list of optional subjects (Group B). A Major must include at least 12 credit points at 300 level.

Group A - Compulsory Subjects

STS 245 - Introduction to Peace and War Studies (8 credit points)

SOC 321 - Advanced Peace and War Studies (12 credit points)

Group B - Optional Subjects

PHIL 208/308 - Philosophy of Peace and War (8/12 credit points)

STS 211 - The Politics of Peace and War (8 credit points)

POL 251 - Strategic Politics (8 credit points)

SOC 242 - Contemporary Issues in Society: Peace Studies (8 credit points)

SOC 304 - Studies in Peace and War (8 credit points)

Only one of the following can be counted towards a major:

HIST 208 - Southeast Asia: The Theravada Buddhist World 1945-1985 (8 credit points)

HIST 210 - History of War Reporting 1850-1940 (8 credit points)

HIST 211 - History of War Reporting 1940-1975 (8 credit points)

HIST 308 - Southeast Asian History: Vietnam 1920-1985 (12 credit points)

HIST 365 - US Foreign Policy Since 1898 (12 credit points)

STS 311 - War and Technology: Strategies for Peace and War (12 credit points)

MAJOR IN PEACE STUDIES

La Trobe University

Bundoora, Vic, 3083.

The 'Peace Studies Programme' was first offered at La Trobe University in 1988. To obtain a Major in Peace Studies, students must complete at least four units from the list below. This includes a core unit (Group A), and a list of optional units (Group B). At least one of the four units must be at second year level and at least two of the units must be at third year level.

Group A - Compulsory Subject

IDS IIPS/IIIPS - Peace Studies (Full Unit)

Group B - Optional SubjectsFirst Year

Politics IB - Introduction to Politics: A Global Perspective
Any subject in politics, sociology, history or philosophy.

Second Year

Politics IIF - International Relations (Full Unit)
History IIAW - Australia at War (Half Unit)

Second or Third Year

IDS IIPW/IIIPW - Philosophy of War and Peace (Full Unit)
History IIUW/IIUW - War, Technology and Society (Half Unit)
Politics IIEC/IIIEC - International Economic Conflict & its Political Consequences (Half Unit)
Politics IITP/IIITP - History of Political Thought in International Relations (Half Unit)
Legal Studies IIHRP/IIHRP - Cultural and Ideological Perspectives on Human Rights (Half Unit)
Legal Studies IIHRL/IIHRL - Human Rights in National and International Law (Half Unit)
Sociology IICW/IIICW - Conflict Management and Peace Studies (Half Unit)
Sociology IITD/IIITD - Theories of Development (Half Unit)

MAJOR IN PEACE STUDIES

University of New England

Armidale, NSW, 2351.

The 'Peace Studies Programme' at the University of New England was first offered in 1987. It is an interdisciplinary programme which enables students to concentrate on Peace Studies while undertaking a Bachelor of Arts. Courses in the programme have been arranged into six groups. To obtain a major, students must complete the compulsory subject in Group One. Students must also undertake at least one course from any one of the groups two to six. The programme of study must include two courses at the 300 level. It should be noted that courses in the programme may not be taken until the appropriate departmental prerequisites have been met.

Group A: Compulsory SubjectGroup One

Geography 351-1: Geography of Peace and Conflict

Group B: Optional SubjectsGroup Two

Ed SCS 329-1: Peace Education
Sociology 326-1: Individual Reading Course on Conflict Resolution
Philosophy 261-1/361-1: Ethics - Hume, Mill and Kant
Philosophy 262-1/362-1: Introduction to Contemporary Ethics

Group Three

Politics 272-1/371-1: Political Organisations: Movements, Groups, Parties
Sociology 211-1: Class and Inequality
Sociology 331-1: Power and Social Control
Economic History 234-1/343-1: Technology and Society
Ed BS 361-1: Aboriginal and Multicultural Education

Group Four

Economic History 242-1/341-1: America - Causes and Responses

Economic History 242-1/342-1: Soviet Russia - Rise to World Power

History 226-1/316-1: The Victorian Empire

History 261-1/368-2: World History Since 1945

Politics 212-1/312-1: British and Irish Politics

Group Five

Sociology 225-1/325-1: Sociology of Development

Economics 361-1: Economics of Developing Countries

Ed SCS 328-1: Third World Education - Critical Issues and Problems

Ed SCS 428-1: Third World Education and Social Change

Geography 352-1: Geography and Development Planning

Group Six

History 242-1/342-1: The Age of Gandhi, 1890-1980

Sociology 230-1/330-1: Sociology of Science

Geography 225-1: South Asia

Economic History 338-1/438-1: Special Reading Course

Economic History 339-1/439-1: Special Reading Course

Politics 390-1: Special Reading Course

Politics 391-1: Special Reading Course

APPENDIX 3: PEACE AND SECURITY RESEARCH CENTRES IN THE ASIA-PACIFIC REGION

AUSTRALIA

Peace Research Centre
Research School of Pacific Studies
Australian National University
 PO Box 4, Canberra, ACT, 2061.
 Ph: (062) 492 369

Founded: 1984
Head: Andrew Mack

Staff: 6 research & 5.5 administrative

Research Areas:
 non-provocative defence, North Pacific arms control, peaceful nuclear explosions; nuclear non-proliferation; culture, and militarism; race and community conflict in Australia; Australian disarmament policy

Publications & Activities:
Peace Research (4/yr); Working Papers; Monographs; Conferences and Seminars; public lectures; library.

Strategic and Defence Studies Centre
Research School of Pacific Studies
Australian National University
 PO Box 4, Canberra, ACT, 2601.
 Ph: (062) 49 3690

Founded: 1966
Director: Professor Desmond Ball

Staff: 9

Research Areas:
 future of arms control; Soviet signals intelligence; Northern Territory in the defence of Australia; China's warfighting capabilities; naval balance in the Asia-Pacific region and Indian Ocean; security and defence in Papua New Guinea/ Indonesia, South Pacific security; security in the North West Pacific; Australian Defence Forces.

Publications & Activities:
Centenary Papers on Strategy and Defence; SDSC Working Papers; Books, Conferences and Seminars; public lectures.

Institute for Peace Research
La Trobe University
Bundoora, Victoria, 3083.
 Ph: (03) 479 1111

Founded: 1966
Head: Professor Margot Prior (Psychology Dept.)

Research Areas:

children's concerns about nuclear war; models of conflict resolution; relationship between third world development, human rights and peace; problems in the use of peacekeeping forces; environmental movements; international relations

Publications & Activities:

Interdisciplinary Peace Research Seminars and public lectures; courses on negotiation and conflict management for community workers

Centre for Peace and Conflict Studies
University of Sydney

Founded: 1968

Head: Dr Gordon Rodley (Pharmacy Department)

Staff: 3 half-time Visiting Fellows.

Research Areas:

Transarmament; nuclear politics in the Pacific; deconstructing deterrence

Publications & Activities:

Book on deconstructing deterrence. Lectures and seminars

Trinity Peace Research Institute
Perth, Western Australia

Head: Dr Keith Suter

CHINA

China Institute of International Studies
 3 Toutiao, Taijichang, Beijing 100005.
 Ph: 54 9583

Founded: 1956

Director: Amb Wang Shu

Staff: 100

Research Areas:

regional and international security

Publications & Activities:

International Studies (19yr), *Selected Articles of International Studies* (19yr); Books. Conferences and seminars

Chinese People's Institute of Foreign Affairs
 71 Nan Chi Zi, Beijing 551875.
 Ph: 55 1875

Founded: 1949

President: Han Nianlong

Staff: 40

Research Areas:

regional and international security - Asia, Pacific region, East-West relations; citizens and security

Publications:

Journal (4/yr)

China Institute of Contemporary International Relations
Division of Southeast Asia Studies
 A-2 Wanshousi, Haidian, Beijing

Beijing Institute for International Strategic Studies
College of the People's Army
 PO Box 392, Beijing.

Founded: 1979**Head:** Jiang Youshu**Staff:** 30**Research Areas:**

military strategy and doctrine

INDONESIA

Centre for Strategic and International Studies
Department of Public Affairs
 Jalan Tanah Abang 111/27,
 Jakarta Pusat 10160.
 Ph: 35 653 265

Founded: 1971**Director:** A.M.W. Pranarka**Research Areas:**

South Asia; South East Asia; Pacific Region; ASEAN; Indonesian security policy

Publications & Activities:*Analisa* (12/yr); *Indonesian Quarterly*; reports and studies. Conferences and seminars. library

National Defence Institute
National Institute for Cultural Research
 Widya Graha, 11th Floor, Jl. Jend.
 Gatot Subroto, Jakarta.

JAPAN

Research Institute for Peace and Security
 6-1-20 Roppongi Minato-ku, Tokyo 106.
 Ph: (03) 401 2230

Founded: 1978**Director:** Dr Masamichi Inoki**Staff:** 15**Research Areas:**

security issues in the Asia and the Pacific; US-Japan security relations; Japanese defence policy; military balances; Soviet affairs; Chinese affairs; Korean affairs; Southeast Asian affairs; European affairs.

Publications:

RIPS Newsletter, Asian Security Yearbook, books and reports

International Relations and Contemporary China Studies Unit

Tokyo University

Department of Foreign Studies

4-51-21 Nishigahara, Kita-ku, Tokyo.

Founded: 1900

Director: Dr Mineo Nakajima

Staff: 2

Research Areas:

Asian international relations, contemporary China studies, Sino-Soviet relations, US-China relations, Korean affairs, Taiwan and East Asian affairs

Publications:

Newsletter, books

Japan Institute of International Affairs

19th Mori Building, 1-2-20 Toranomon, Minato-ku, Tokyo

Ph: (3) 503 7261

Founded: 1959

President: Kinya Niseki

Staff: 11

Research Areas:

Soviet Union and Eastern Europe, Asia, Mideast and North Africa, Western Europe, United States, Pacific region, arms control

Publications:

Pacific Openness Newsletter (3/yr); *JIIA Newsletter* (6/yr); *International Affairs Study Studies Japan Review of International Affairs White Papers of Japan* Books and reports

Nagasaki Institute for Peace Culture

536 Abe-machi, Nagasaki 851-01.

Ph: (0958) 39 3111

Founded: 1977

Director: Professor Sadao Kamata

Research Areas:

arms control and disarmament, citizens and security, peace movement, medical, psychological and social issues; arms competitions and rivalries, effects of the Nagasaki atomic bombing

Publications:

Heiwa Bunka Kenkyu

The International Institute for Global Peace

Shin Kiocho Building, 6F

Kioichio 4-1, Chiyoda-ku, Tokyo.

Ph: (03) 222 0611

Director: Professor Seizaburo Sato

Research Areas:

East-West relations; security, arms control and confidence building in the North West Pacific; regional conflicts, particularly Korea; future of the US/Japan alliance.

KOREA (SOUTH)

Institute of Foreign Affairs and National Security
Ministry of Foreign Affairs and National Security
783-48 Hannam-Dong, Yongsan-Ku, Seoul.

Graduate Institute of International Peace Studies
Kyung Hee University
Jinjopmyon, Namyangjugun, Kyonggido 130-39.
Ph: (2) 234 0220

Founded: 1984

Research Areas:

war and peace studies; Asia; peace and international organisations; security and area studies

Publications & Activities:

Peace Forum (4/yr); books and reports. Conferences and seminars; library

Korean Institute of International Studies
Nam Dae Mun Ro 5-535, Chung Gu, Seoul.
Ph: 752 7727

Founded: 1965

President: Professor Chong-ki Choi

Staff: 15

Research Areas:

regional and international security; foreign policy; Soviet Union; Eastern Europe

Publications & Activities:

Korean Journal of International Studies (4/yr); books. Conferences and seminars

MALAYSIA

Institute of Strategic and International Studies
PO Bo 12424, 1 Jalan Sultan Salahuddin,
Kuala Lumpur.
Ph: (03) 293 9366

Founded: 1983

Director: Dr Noordin Sopiee

Staff: 28

Research Areas:

regional & international security; South East Asia; military strategy, doctrine and policy; international law and negotiation; low intensity conflict; military spending; North-South issues; nuclear proliferation; military establishment and infrastructure; ASEAN, ASEAN zone of peace, freedom and neutrality.

Publications & Activities:

ISIS Focus (12/yr), *Negotium* (6/yr), *ISIS Research Notes*, *Seminar Papers*, *Issue Papers*, *ISIS ASEAN Series*, *ISIS South-South Series*, Books, Conferences and seminars

NEW ZEALAND

Centre for Peace Studies

University of Auckland

Private Bag, Auckland

Ph: (09) 737 999 or (09) 410 4187

Founded: 1988

Director: Associate Professor Robert White (Physics)

Research Areas:

naval arms control in the Pacific; nuclear ship visits and the 'neither confirm nor deny' policy; New Zealand anti-nuclear policy; attitudes of New Zealand children to nuclear issues

Publications & Activities:

Pacific Issues, *Pac Observer*, *Working Papers*, Public Lectures

SINGAPORE

Institute of Southeast Asian Studies

Heng Mui Keng Terrace, Singapore 0511

Ph: 778 0955

Founded: 1968

Director: Professor Kernal Singh Sandhu

Staff: 43

Research Areas:

defence & development in South East Asia; role of leadership in security development; India and South East Asia - strategic interests and policy prospects; military spending;

Publications & Activities:

Asia-Pacific International and Strategic Studies Newsletter (1/yr), *Contemporary Southeast Asia* (4/yr), *Singapore School Series in Southeast Asia* (2/yr), *Southeast Asian Affairs Yearbook*, Reports, Conferences and seminars

THAILAND

Institute of Security and International Studies

Faculty of Political Science

Chulalongkorn University

Henri Dunant Rd, Bangkok 10500

Ph: 253 2686

Founded: 1981

Director: Dr Kusuma Snitwongse

Research Areas:

Southeast Asian security; Thai civil-military relations; arms transfers in Southeast Asia; ASEAN affairs; Thai defence policy

Publications & Activities:

JNN Bulletin (3/yr); Reports and books. Conferences and seminars, public lectures

PHILIPPINES**Mindanao Development Studies Center**

Xavier University

PO Box 24, Cagayan de Oro City.

Ph: 3742 or 2860

Founded: 1986

Director: Dr Robert McAnis

Staff: 5

Research Areas:

curriculum development for peace and security education, human rights, economic security, non-violence, alternative security concepts, muslim-christian dialogue.

Publications & Activities:

Reports, curricular materials. Conferences and seminars, library

Third World Studies Center

University of the Philippines

PO Box 210, Diliman, Quezon City.

Ph: (97) 6061 x783

Founded: 1976

Director: Randolph David

Research Areas:

Militarism, arms control and disarmament, ASEAN foreign policy, North-South issues, human rights.

Publications & Activities:

Kasuzukan (4/yr), reports. Conferences and seminars, public lectures

Southern Philippines Center for Peace Studies

Mindanao State University

Mindanao.

UNITED STATES**University of Hawaii Institute for Peace**

University of Hawaii

Founded: 1985

Research Areas:

nature and condition of a just and sustainable social order; the relationship between justice, human needs and violence; the causes and conditions of violence; the paths and strategies towards mediation and the resolution of conflicts.

VIETNAM

**Institute of Asia and the Pacific
Committee for Social Sciences SRV
Tran Xuan Soan Street, Hanoi, Vietnam.**

**International Relations Institute
Ministry of Foreign Affairs
Hanoi, Vietnam**

NOTE: Most of the information for this list was obtained from: William Kincaid & Patricia Hayner (Eds.) *The ACCESS Resource Guide: An International Directory of Information on War, Peace, and Security*, Ballinger Publishing Company, Cambridge, MA, 1988.

APPENDIX 4: POSSIBLE SOURCES OF FUNDING FOR PEACE STUDIES AND PEACE RESEARCH

NEW ZEALAND

Family Violence Prevention Co-ordinating Committee
DSW Head Office
Private Bag 21
Wellington

Areas:
 Operate a Research Award Scheme.

Lottery General
The New Zealand Lottery Grants Board
C/- Department of Internal Affairs
PO Box 805
Wellington

Ministry of Education
Research and Statistics Division
Government Buildings
Lambton Quay
Private Box 1666
Wellington

Ministry for the Environment
84 Boulcott Street
PO Box 10362
Wellington

Areas:
 Includes the Nuclear Impacts Project, and conflict resolution over environmental disputes.

New Zealand Council for Educational Research
178-182 Willis Street
Wellington

Areas:
 Small amount of support available for NZCER Honorary Researchers.

Social Sciences Research Fund Committee
PO Box 27042
Wellington

UNITED STATES

Alcoa Foundation
 1501 Alcoa Building
 Pittsburgh, PA 15219-1850

Contact: Earl L. Gadsbery (President)

Areas:

Educational, cultural, health and welfare, and civic and community development.

AT&T Foundation
 550 Madison Avenue
 Room 2700
 New York, NY 10022-3297

Contact: Sam A. Gronner (Secretary)

Areas:

Higher education, health, social action, and arts and culture.

The Bydale Foundation
 299 Park Avenue
 17th Floor
 New York, NY 10171

Contact: Milton D. Solomon (Vice-President)

Areas:

International understanding, public policy research, environmental quality, cultural programmes, law and civil rights, social sciences, higher education, and economics.

CarEth Foundation
 3 Church Street
 Cambridge, MA 02138

Contact: Elizabeth Campbell Elliott (Executive Director)

Areas:

Programmes promoting world peace, including religious, educational and public policy organisations.

Compton Foundation, Inc.
 525 Middlefield Road
 Suite 140
 Menlo Park, CA 94025

Contact: James R. Compton (President)

Areas:

Community, national and international programmes with special emphasis in the areas of peace and world order, population and environment, education, social welfare and social justice.

C. S. Fund
469 Bohemian Highway
Freestone, CA 95472

Contact: Marty Teitel (Executive Director)

Areas:

Protection of dissent and diversity, prevention of genetic diversity, reduction of toxics at their source, peace issues - especially alternative approaches to security.

The Ford Foundation
320 East 43rd Street
New York, NY 10017

Contact: Enid Schoettle (Director, International Affairs Programme)

Areas:

Research, training, networking among analysts, public information on various topics: international economics and development; peace, security and arms control; international refugees and migration; US foreign policy; international relations; international organisations and law, and foreign area studies.

General Service Foundation
1445 Pearl Street
Suite 201
Boulder, CO 80302

Contact: Robert W. Musser (President)

Areas:

International peace, population, and resources.

The Harry Frank Guggenheim Foundation
527 Madison Avenue
15th Floor
New York, NY 10022-4301

Contact: Karen Colvard (Program Officer)

Areas:

Research projects that provide an understanding of violence, aggression and dominance.

The William & Flora Hewlett Foundation
525 Middlefield Road
Suite 200
Menlo Park, CA 94025-3495

Contact: Roger W. Heyns (President)

Areas:

Supports scholars and practitioners of non-violent conflict resolution techniques in three categories: (1) University-based centres engaged in systematic research on the development of theory; (2) Mediation and other practitioner organisations; (3) Organisations that train or educate potential users about conflict resolution techniques.

John D. & Catherine T. MacArthur Foundation
140 South Dearborn Street
Suite 700
Chicago, IL 6063

Contact: Ruth Adams (Program Director)

Areas:

Program on Peace and International Co-operation: Educational institutions; public education and policy studies; international interactions and networking; fellowships and exchanges; individual and collaborative research; and special initiatives.

The John Merck Fund
11 Beacon Street
Suite 600
Boston, MA 02108

Contact: Francis W. Hatch (Chair)

Areas:

Environment; disarmament and arms control; population policy; and international human rights.

Joyce Mertz-Gilmore Foundation
218 East 18th Street
New York, NY 10003

Contact: Robert Crane (Vice-President, Programs)

Areas:

Human rights and democratic values; alternative defence and common security, and the environment

Charles Stewart Mott Foundation
1200 Mott Foundation Building
Flint, MI 48502-1851

Contact: William S. White (President)

Plough Shares Fund
Fort Mason Building B
San Francisco, CA 94123

Contact: Sally Lilienthal (President)

Areas:

Nuclear arms reduction; global co-operation; public participation in debate about world security.

Public Welfare Foundation Inc.
2600 Virginia Avenue, N.W.
Suite 505
Washington, DC 20037-1977

Contact: Charles Glenn (President)

Rockefeller Brothers Fund
 1290 Avenue of the Americas
 New York, NY 10104

Contact: Benjamin R. Shure Jr. (Secretary)

Areas:

Sustainable resource use; world security.

Alfred P. Sloan Foundation
 630 Fifth Avenue
 Suite 2550
 New York, NY 10111-0242

Contact: Ralph E. Gomory (President)

Areas:

Education on issues of the nuclear age.

Times Foundation
 1388 Sutter Street
 10th Floor
 San Francisco, CA 94109

Contact: Drummond Pike (President)

Areas:

International Affairs: ending the arms race; new methods of conflict resolution; public education on the arms race.

United States Institute of Peace
 1550 M Street, N.W.
 Suite 700
 Washington, DC 20005

Details about the US Foundations were obtained from Anne Allen (Ed.) *Search for Security: The ACCESS Guide to Foundations in Peace, Security and International Relations*, 1989.

APPENDIX 5: BIBLIOGRAPHIES

Guides to Funding Bodies

Search for Security: The ACCESS Guide to Foundations in Peace, Security, and International Relations, ACCESS, 1989. (1730 M Street, N.W., Suite 605, Washington, DC 20036)

The Foundation Directory, The Foundation Directory Supplement (Foundation Center, 79 Fifth Avenue, New York, NY 10003)

The Index of Progressive Funders (The Public Media Center, 466 Greene Street, San Francisco, CA 94133)

Chronicle of Philanthropy (PO Box 1989, Marion, OH 43305)

Guides to Peace Studies and Peace Research

Sharon Mast & Jan Robinson, *Peace, Disarmament and Social Research*, Association of Social Science Researchers, PO Box 5034, Wellington, 1986.

Peace Studies at the University of Auckland, Centre for Peace Studies, 1990.

Di Bretherton et al, *Peace Studies in Australian and New Zealand*, A Guide to Tertiary and Community Courses, Victorian Association for Peace Studies, 1989. (GPO Box 1274L, Melbourne, Vic, 3001)

Andrew Mack, *Peace Research in the 1980's*, Strategic and Defence Studies Centre, Australian National University, Canberra, 1985.

Barbara Wien (Ed.), *Peace and World Order Studies: A Curriculum Guide*, 4th Edition, World Policy Institute, New York, 1984.

Daniel Thomas & Michael Klare, *Peace and World Order Studies: A Curriculum Guide*, 5th Edition, Westview Press, Boulder, 1989

